

NATIONAL BULLETIN

Volume 38, No. 1 September 2012

Vous trouverez plein d'astuces pour la salle de classe dans ce numéro pour la rentrée 2012.

Promotion

Organisez des événements pour ramasser des fonds pour les bonnes oeuvres en Haïti (page 13). Cela vous permettra de présenter ce pays aux élèves ainsi que les autres pays francophones des Caraïbes.

Ne manquez pas de fêter la Semaine du Français avec les activités qui sortent le français de la salle de classe et qui incluent les décideurs de l'établissement. Faites participer les élèves et étudiants aux Concours pour la Semaine du Français (page 27).

Du point de vue culturelle, explorez les fromages (et les artistes) français pour donner aux élèves l'occasion d'animer une Soirée des fromages (page 17). Dans les *Regional Reports* vous pouvez vous inspirer de toutes les activités organisées par les chapitres de l'AATF.

Finalement, si vous n'en avez pas encore, formez un chapitre de la Société honoraire de français (page 33). Consultez le rapport de la réunion qui a eu lieu à Chicago pour mieux connaître les projets et services de la

Société (page 14).

Dans la salle de classe

Utilisez les documents authentiques relatifs à Gaspard Chaussegros de Léry (page 23) pour explorer la vie d'un des fondateurs du Québec.

Pour les plus jeunes, consultez "Salut les jeunes!" (page 25). Profitez des possibilités des nouvelles technologies pour inspirer et améliorer

l'écriture des élèves à tous les niveaux (page 29). Cet automne la Commission

sur la Technologie animera des chats en ligne pour répondre à vos questions (page 31).

Prix et récompenses

Pensez à poser votre candidature ou à nommer un(e) collègue pour le *Dorothy Ludwig Excellence in Teaching Award* (page 11), *ISE Language Matters Award* (page 35), *AATF/Concordia Language Villages/French Embassy Outstanding Administrator Award* (page 16). Pour les élèves, n'oubliez pas l'*Outstanding Senior in French Award* [www.frenchteachersorg/hq/outstandingsenioraward.htm] ou l'*Excellence in French Award* (page 28).

Congrès

Nous nous trouverons à Provi-

dence du 11 au 14 juillet 2013. Lisez le rapport sur le congrès de Chicago (page 20) pour vous mettre en appétit. L'appel aux contributions se trouve maintenant en ligne à [www.frenchteachers.org/convention/ap-pel.php], et la date limite pour les soumissions sera le 15 décembre (voir page 33). D'ailleurs les actes des congrès de Montréal (2010) et de Philadelphie (2011) sont disponibles en ligne (page 31).

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RECRUTEMENT

Depuis des années, on parle du déclin du français. J'ai toujours lutté contre cette idée reçue et refusé de parler pourcentages en discutant les inscriptions ou les effectifs en français. Mais tout cela n'était qu'une impression fruit de contacts avec des gens partout aux USA. Je n'avais pas les chiffres nécessaires pour confirmer mon hypothèse.

Il est pourtant vrai que depuis quelques années, le français subit de nombreux assauts—d'abord par une autre idée reçue que l'espagnol était dorénavant la seule langue importante, ensuite par une ruée vers les langues dites «critiques» et finalement à cause de crises budgétaires exceptionnelles. En même temps que je recevais des coups de téléphone de professeurs désespérés parce que leur programme allait être supprimé, on m'appelait à la recherche d'un professeur dans une école où les inscriptions avaient augmenté sensiblement. Comment réconcilier ces deux situations?

Le nombre d'adhérents à l'AATF ne cesse de baisser, quoique légèrement (200-250 par an), depuis 1996. En 1996 l'AATF comptait 10.300 membres. Actuellement nous en avons 6862 (sans compter 200-300 de plus qui se joindraient à nous au courant de l'automne). Chaque année nous attirons entre 1000-1300 nouveaux membres, mais nous avons entre 1300-1500 membres qui ne renouvellent pas leur adhésion. Quoique certains d'entre ces derniers quittent la profession ou prennent la retraite, pour la plupart ils continuent à enseigner.

Il y a un an nous avons commencé un grand projet pour recenser tous les professeurs de français que nous pouvons identifier. La liste globale compte maintenant plus de 24.000 noms, dont seulement 9800 ont été membre en 2011 ou 2012 et dont 5560 ont été membre depuis 2000 mais n'ont pas continué. Cela laisse presque 10.000 personnes qui n'ont jamais fait partie de l'AATF et peut-être ne nous connaissent pas.

Après avoir combiné nos listes des membres depuis 2000, nous avons essayé d'obtenir les listes des départements d'éducation dans les différents états. À ce jour, nous avons reçu les listes des états suivants: Alaska, Arkansas, Connecticut, Floride, Illinois, Indiana, Kansas, Maine, Minnesota, Mississippi, Nebraska, New Hampshire, Nouveau Mexique, New York, Ohio, Pennsylvanie, Texas, Utah, Wisconsin, Wyoming. En plus, il y a eu des chapitres où les administrateurs du Grand Concours ont pu fournir des listes assez complètes pour

la Géorgie, le Massachusetts, le Rhode Island, le Tennessee et la Virginie. Mais il nous manque toujours les autres états, surtout les états peuplés comme la Californie ou le Maryland. Si vous avez accès à une telle liste, nous vous demandons de nous la communiquer. Même pour les petits états, l'effort vaut la peine. Par exemple, la liste de l'état de Nebraska comptait environ 130 noms. Le chapitre AATF du Nebraska en 2012 a 49 membres. Donc nous avons pu recenser 81 nouveaux noms (dont quelques-uns seulement figuraient déjà sur notre liste).

D'autre part, nous avons pu obtenir des listes d'autres associations et des professeurs non-membres qui participaient au Grand Concours.

Il faut dire que les listes de professeurs certifiés dans un état ne comptent pas les professeurs dans le privé s'ils n'ont pas de certification de l'état, ni les professeurs au niveau supérieur. Donc je suis convaincue qu'il existe facilement 40.000 personnes concernées par l'enseignement du français aux USA.

À titre d'exemple, prenons l'Illinois. Nous avons 526 professeurs de français dans notre base de données qui résident en Illinois. La liste que nous avons reçue, qui date de 2010, compte 538 professeurs de français. Après avoir mis tous les noms ensemble, il y a 521 membres en 2012, 215 autres qui ont été membre depuis 2000 et ne le sont plus et 457 qui n'ont jamais été membre.

L'Illinois est un grand état. Prenons, par contre, l'exemple du Maine. Il y a 83 professeurs qui habitent le Maine dans notre base de données. La liste que nous avons obtenue compte 224 noms avec quelques répétitions. Il y a 50 personnes qui ont été membre depuis 2000 mais ne le sont plus et 206 qui n'ont jamais été membre.

Même là où nous n'avons pas pu trouver de liste officielle, les chiffres sont impressionnants. Dans le Michigan, où l'AATF a deux chapitres, il y a 185 noms dans la base de données. On trouve aussi 119 personnes qui ont été membre dans le passé et 250 qui n'ont jamais été membre.

Il reste du travail à faire, car on a peu fait pour recenser les professeurs dans l'enseignement supérieur et il faut regarder de près les autres états. Si vous avez des ressources ou des suggestions, n'hésitez pas à me contacter. Les chapitres auront accès aux chiffres précis et à la liste des noms.

Jayne Abrate
Executive Director
[abrate@siu.edu]

AATF NATIONAL BULLETIN
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Editor: Jane Black Goepper, Cincinnati, Ohio

Reading Committee: Therese C. Clarke, Dept. of Modern and Classical Languages, Buffalo State University, NY; S. Pascale Dewey, Kutztown University, PA; Gisèle Lorient-Raymer, Northern Kentucky University, Highland Heights, KY; Elizabeth Miller, Crystal Springs Uplands School, CA; Samia I. Spencer, Auburn University, AL.

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Deadlines for submissions of materials to the *National Bulletin*: September issue, August 1; November issue, September 1; January issue, November 1; April issue, February 1.

Please note: Because of convention dates and other deadlines, unlike commercial magazines, the issues of the *National Bulletin* are mailed during the given month of publication and should reach most readers by the end of that month.

MESSAGE FROM THE PRESIDENT

Dear Colleagues,

J'espère que vous avez tous passé de très bonnes vacances d'été et que vous rentrez avec beaucoup de passion et d'énergie pour l'enseignement du français. Bonne rentrée!

Promotion—from day one!

As you return to your classroom and to your students, I want to encourage you to consider some new ways to promote your French program. I hope that you will endeavor to promote your program, from the first week of class, to parents and to administrators as well as to other decision makers. Since program closings or changes are often arbitrary and a surprise, it is best to promote continually in a variety of ways.

I urge you to celebrate National French Week in November where the stated purpose is to showcase and promote your French program outside of the classroom. There are lots of excellent ideas for celebrating National French Week on the AATF Web site [www.frenchteachers.org/nfw]. Prior to November, there are a host of special activities that you could plan, all of which merit a call to the local newspaper or television

organization independent of the AATF. Every year I am invited to the Pi Delta Phi induction ceremony at a local university. I enjoy this thoroughly, partially because some of my former students participate, but I also note that the university president is present as well as the entire foreign language faculty and faculty from other departments, some of whom participate in the ceremony. Their interest in and support of the French program is apparent, a program that grows stronger because of this support and enthusiasm.

Chicago convention—a great success

I hope that you were able to join approximately 450 other AATF members at an outstanding convention in the great city of Chicago. Although Chicago was unseasonably warm with temperatures over 100 degrees, attendees enjoyed the city as well as the many opportunities that the convention provided. Located in the historic Intercontinental Hotel on Michigan Avenue, the ambiance was unequalled. Larger meeting rooms each had a special theme from Medieval to Renaissance, with Moorish fountains and tile work decorating the hallways. This hotel has been beautifully restored. Of



provided workers for the registration booth, organized the dinner excursions, the “Chicago Chez Moi” events, and the Sunday excursions. It was wonderful to see and work with these friends from my days as their regional representative and to realize that they are still very active AATF members who continue to contribute to the health of our organization. Jack McCord, director of the *Alliance française de Chicago*, was most generous; members enjoyed visiting the *Alliance* facilities at a special reception for the AATF co-sponsored by the *Alliance* and the *Consulat général de France à Chicago*.

The convention began on Thursday morning with a very inspiring presentation by Dennis Stroughmatt, who later participated in a session on French heritage sites in the Midwest. Dennis gave a thought-provoking and very surprising

Students who have an aptitude for language learning should be encouraged to study French as well as an Asian or African language and then apply to the State or Defense Department for a job.

channel. Perhaps a former student has just returned from the Peace Corps or as an *assistant d'anglais* in France and would enjoy spending time speaking to your students. You might consider inviting the mayor or a legislator to visit a French class to see how well the students perform. Attending a soccer game and cheering the team in French will provide visibility for your program to parents and spectators.

Later in the year, I encourage you to organize an event to honor your best students. At the high school level the *Société Honoraire de Français* is a student honorary organization sponsored by the AATF. If your school does not have a charter, it is not difficult to obtain one (see page 33). Once you have a charter, you can honor your outstanding students at a special event attended by the students, their parents, and school and district administrators.

At the university level, the honorary society for French students is Pi Delta Phi [www.augie.edu/related/pideltaphi], an

special note is the Grand Ballroom, site of the opening session. This stunning room is illuminated by an original Baccarat chandelier, discovered in storage in the basement, the largest chandelier of its kind in the U.S.

For two days prior to the convention, including July 4th, the 19 members of the Executive Council met for their annual meeting. It is a joy to work with this group of dedicated individuals who put the programs and needs of the AATF before individual interests or agendas. We accomplished a great deal in our two days of meetings. You will learn more about our decisions throughout the year. This same group of Executive Council members was very active during the convention as well. They willingly served as speakers, presiders, registration and AATF exhibit booth volunteers, and in any other capacity needed.

Another very important group that contributed to the success of the convention was the local committee. Ably chaired by Robin Jacobi, this committee

story of his efforts to learn French in Old Mines, Missouri.

The quality and variety of sessions were outstanding. One could spend the entire convention hearing and speaking French while learning about interesting and relevant topics. Every session that I attended was excellent with useful information presented in a dynamic way. The high quality of this convention was due in great part to the talents and dedication of our many presenters. I would like to thank Jean-Claude Duthion, representative of the French Embassy in Washington, and Jean-François Rochard, *attaché culturel adjoint* at the French Consulate in Chicago, who both attended and participated in the entire convention and presented about the many programs offered through the Embassy and consular offices. Other highlights of the convention included the traditional *dictée* organized by AATF Honorary Member Marie-Simone Pavlovich, the Welcome Luncheon where we met members from our region, the Awards

Banquet, and walking tours of Chicago presented by Gigi Olmstead. Next year's convention will take place from July 11-14, 2013, in Providence, RI. Planning has already begun to ensure that this too will be a superb convention; I hope that you will attend.

La Vieille Mine and Missouri French

Our keynote speaker, Dennis Stroughmatt, is a historian and musician who learned to speak French in the region called *La Vieille Mine*, known to most as Old Mines, Missouri. Dennis gives presentations throughout the Midwest. This past spring he performed at the Smithsonian. His story is truly fascinating. We were privileged that he chose to give his presentation in French. It was like hearing voices from the past in a language that he described as a true American language.

La Vieille Mine, where Dennis learned French, is an unincorporated community in rural eastern Missouri. This area was settled by French colonists in the early 18th century when the area was part of the Illinois Country of New France. The early settlers came to the area to mine for lead. Many of their descendants still live in this area where they were able to maintain a distinctive French culture into the 20th century. In his presentation, Dennis mentioned that the stories of these French speakers were recorded in the 1930s. I have a beautiful book published by the University of Missouri Press in 1981 entitled *It's Good to Tell You: French Folktales from Missouri* by Rosemary Hyde Thomas, illustrated by Ronald W. Thomas. These folktales were reprinted by permission of Northwestern University which published *Tales from the French Folk-Lore of Missouri* by Joseph Médard Carrière in 1937.

Unbeknownst to many of us present, Professor Carrière, the transcriber of the Missouri folktales, was President of the AATF in 1948-1949. He published several articles about Missouri French, often called "paw-paw French" by the locals, in volume 14 of *The French Review*. Those articles are now available on J-STOR [www.jstor.org]. When J. M. Carrière first arrived in Old Mines in the 1930s, there were over 600 French-speaking families in the area. He undertook the study of the dialect and recorded 73 folk tales from the local *conteurs*. By the 1980s, when *It's Good to Tell You* was published, there were approximately 1000 speakers left. Now there are just a few who remember or speak the language of their ancestors. Dennis is their ambassador and their *porte-parole*, as he spends his time sharing the music and the language

of the Missouri French with audiences everywhere.

Commission information

Last year, with the help of the Committee on Commissions chaired by Will Thompson, we decided on a plan to revamp and update our commission structure. We began with four commissions: FLES*, High Schools, Professional Standards, and Cultural Competence. Three of those commissions are under new leadership with proposed projects under way. Their commission chairs were also very actively involved in the convention. This fall four more commissions will come up for review. Please consider submitting a project for one of the following commissions: Student Standards, Middle Schools, French for Business and Economic Purposes, and Colleges and Universities. Each commission should undertake a project that will be useful and relevant to our members in a positive way. Please consider submitting a project proposal by **December 15**. More information about applying to head a commission is on page 39.

JNCL Delegate Assembly and Legislative Day 2012

It is always a pleasure to represent the AATF at the JNCL-NCLIS Delegate Assembly, held annually in Washington, DC in May. This was the last meeting organized by long-time Executive Director J. David Edwards who retired on July 1. Dave was visibly moved by the photo tribute prepared by Executive Director Jayne Abrate as well as the many kind comments of the participants. I represented the AATF on the interview committee in the search for the new Executive Director. Many people applied for the position, and we interviewed four candidates. The new Executive Director is Bill Rivers, a specialist in Russian and Slavic Languages.

The atmosphere at this Delegate Assembly was noticeably more positive than one year ago, when the future of the organization was in question. Under the leadership of President Dan Davidson, this transition year passed without serious problems, and the organization is poised to promote language study with new vigor. Even though we always hear speakers discuss the importance of foreign language learning to our national security, we do not see the funding of programs designed to advance language instruction. The Department of Education provides no funding for foreign languages; after twenty-one years and over \$300 million in grants, funding for the Foreign Language Assistance Program (FLAP) was eliminated. Yet during our visit to Capitol Hill, we were invited to attend a hearing

sponsored by the U.S. Senate Committee on Homeland Security and Governmental Affairs. The topic was "A National Security Crisis: Foreign Language Capabilities in the Federal Government." This hearing was standing room only. One interesting fact: just 74% of the State Department's "language-designated positions" were filled with fully-qualified personnel in 2012. Students who have an aptitude for language learning should be encouraged to study French as well as an Asian or African language and then apply to the State or Defense Department for a job.

We always spend one of our two days on Capitol Hill visiting the offices of our Senators and Representatives. It was bad timing for me, as all members of the Missouri delegation were in Joplin, MO to commemorate the anniversary of last year's tornado. I did visit congressional offices, talked to aides, and discussed the important role of French education in our schools and in our society. Jean-Claude Duthion of the French Embassy accompanied me on these visits. He was very interested in comparing our government offices with those in France and commented especially about the open-door policy of the offices and about the opportunities to see politicians in the halls. He enjoyed speaking to the aides and discussing the importance of learning French from a business point of view. Sharon Rapp, AATF member and delegate from Arkansas, discovered that Senator John Boozman (R-AR) is a member of the "French Caucus" in the Senate. Perhaps your Congressman is also involved with this group. If so, you may have an advocate for your French program at the highest level of leadership.

Je vous souhaite tous une excellente année scolaire!

Ann Sunderland

Ann Sunderland
President
[mmesunderland@sbcglobal.net]

Surf the Web

Visit the AATF Web site at
[www.frenchteachers.org]
All the latest information on:

- National French Week
- Providence Convention
- *The French Review*
- National French Contest
- *Société Honoraire de Français*

MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chers Collègues,

Je vous souhaite à toutes et à tous une bonne rentrée. Je crois que nous pouvons accueillir cette nouvelle année scolaire avec un peu plus d'optimisme que les années précédentes. Toutefois, il est essentiel de continuer à promouvoir l'enseignement du français chaque fois que l'occasion se présente.

Planifiez dès maintenant une activité ou un événement pour chaque mois de l'année qui pourra également servir de promotion pour le français. Vous trouverez dans ce numéro une idée géniale pour une soirée des fromages (page 17) qui peut aussi servir de projet pédagogique. Pensez déjà à inscrire vos élèves au Grand Concours au mois de mars [www.frenchteachers.org/concours]. Organisez une activité avec le club de français ou la Société honoraire de français pour collecter des fonds pour des oeuvres en Haïti. Vous lirez à la page 13 les résultats remarquables obtenus avec des fonds ramassés l'année dernière. Préparez un événement médiatique autour de la

ment lorsqu'ils entendent quelqu'un dire que le français n'est plus important.

Nous nous apprêtons à envoyer les rappels de cotisation pour 2013 que vous recevrez au début du mois de septembre. Renvoyez-les dès que possible. Nous pouvons économiser plusieurs milliers de dollars par an en frais de poste si nous les recevons avant le 1^{er} janvier. De plus, avec 9000 membres, il faut plusieurs semaines pour tout entrer dans la base de données. Les bulletins de vote seront inclus. Pensez aussi à voter pour un nouveau vice-président de l'AATF ainsi que pour un délégué régional dans trois de nos régions.

Depuis plusieurs mois, nous essayons de réunir une liste de tous les professeurs de français aux USA. Cette liste compte actuellement plus de 24.000 noms obtenus surtout des listes d'état et de certaines organisations. Cependant, il nous manque encore la moitié des états, et ces listes officielles ne recensent pas en général les professeurs dans le privé et au niveau supérieur. À titre d'exemple,

d'assauts que dans le passé, il faut se préparer à mobiliser les amis du français chaque fois qu'un programme est menacé d'élimination. En même temps, il faut penser à réparer et à rétablir des programmes là où ils viennent de disparaître. Il faut soutenir les programmes qui se portent bien et assurer la continuation de programmes lorsque le professeur prend la retraite ou quitte l'établissement. Pour ce faire, il faut travailler en partenariat avec tous ceux qui croient à l'avenir du français.

Si vous assistez au congrès d'ACTFL à Philadelphie ou aux congrès régionaux au printemps, je vous invite à passer visiter le stand de l'AATF dans le salon des expositions. Vous pouvez voir les documents que nous offrons et parler avec les représentants de l'association. Nous donnerons également une session sur les services de l'AATF. À Philadelphie, j'animerai également un atelier sur les documents authentiques et l'enseignement de la culture.

Dans les mois à venir, nous allons

Planifiez dès maintenant une activité ou un événement pour chaque mois de l'année qui pourra également servir de promotion pour le français.

Semaine du Français ou de la Semaine de la Francophonie. Imaginez des projets pédagogiques qui pourront aussi mettre en valeur le français dans les semaines avant les inscriptions pour l'année prochaine. Et surtout n'oubliez pas la Semaine du Français (du 8 au 14 novembre) où l'on vous demande de sortir le français de la salle de classe. Vous trouverez énormément d'idées sur le site de l'AATF [www.frenchteachers.org/nfw]. Faites participer vos étudiants aux concours pour la Semaine du Français (page 26). Imaginez des projets conjugués avec des professeurs d'autres matières ou d'autres langues. Et chaque fois que possible, invitez parents, administrateurs, conseillers et membres de la commission scolaire à observer et surtout à participer.

Ne négligez aucune occasion pour faire parler de l'importance du français. Même si vous avez un programme en bonne santé, nous avons vu des exemples de changements survenus subitement et à la dernière minute. Soyez certains que tous ceux qui étudient le français savent pourquoi c'est une langue du 21^e siècle pour qu'ils puissent répondre immédiatement et intelligem-

ment lorsqu'ils entendent quelqu'un dire que le français n'est plus important. on y trouve 10.926 personnes qui n'ont jamais été membre de l'AATF et 6945 qui ont été membre au moins pendant un an depuis 2000 mais qui ont laissé tomber leur adhésion.

Nous vous demandons de nous aider à identifier ceux qui enseignent le français et à les recruter pour devenir membre de l'AATF. Si vous tombez sur un nom ou une liste de noms, pensez à l'envoyer à [recruit@frenchteachers.org], même si l'information est partielle. Nous vérifierons le statut de cette personne, ferons des recherches pour trouver une bonne adresse et la contacterons à plusieurs reprises au moins une partie de ces enseignants. Si nous recrutons au moins une partie de ces enseignants, nous pourrions envisager de nouveaux services, des bourses, des documents pédagogiques ou promotionnels, des ateliers de formation et autres que nous ne pouvons pas nous permettre à l'heure actuelle.

Encore plus, nous pouvons sensibiliser et former ces personnes à promouvoir et à défendre l'enseignement du français. S'il est vrai que le français subit moins

changer le look du site Web. Avec le soutien de la Commission sur la Technologie, nous offrons de nombreuses ressources et des idées pour les utiliser dans la salle de classe. Vous pouvez vous inspirer de l'article sur l'emploi de la technologie dans l'enseignement de l'écriture (page 29). Vous pouvez consulter non seulement le site [www.frenchteachers.org] mais notre page Facebook et Twitter ainsi que la chaîne YouTube [AATFrench]. Les actes des congrès de Montréal et de Philadelphie sont maintenant en ligne, accessibles à tout membre de l'AATF (page 31), et cet automne vous aurez l'occasion de participer à des chats sur différents sujets (page 31).

Finalement, je vous invite à suivre le parcours de l'acteur français Gilles Marini qui participera à la saison "All-Stars" de *Dancing with the Stars* qui débute le 24 septembre (voir l'interview dans le *Bulletin* de janvier 2010). Nous essayerons d'afficher des documents en français sur lui et sa participation sur la page Facebook [AATFrench].

Jayne Abrate
Secrétaire générale
[abrate@siu.edu]

AATF 2012 NATIONAL COMMISSIONS

Commission on Advocacy

Robert "Tennessee Bob" Peckham, Chair [2013]

Modern Foreign Languages
University of Tennessee
Martin, TN 38237
E-mail: [bobp@utm.edu]

Commission on Cultural Competence Chair to be named [2014]

**Contact President Ann Sunderland
[mmesunderland@sbcglobal.net]**

Commission on FLES*

Karen Campbell Kuebler, Chair [2014]

709 Sudbrook Road
Pikesville, MD 21208
E-mail: [kkcdanser@verizon.net]

Commission on French for Business and Economic Purposes:

Eileen Angelini, Chair [2012]

Canisius College
2001 Main Street
Buffalo, NY 14208-1098
E-mail: [eileen.angelini@canisius.edu]

Commission for the Promotion of French

Joyce Beckwith, Co-Chair [2013]

Wilmington High School
Wilmington, MA 01887
E-mail: [joyce.beckwith@wilmington.k12.ma.us]

Dolliann Hurtig, Co-Chair [2013]

Louisiana Tech University
P.O. Box 3178
Ruston, LA 71272
E-mail: [dhurtig@latech.edu]

Commission on High Schools

Anne Jensen ♣, Chair [2014]

Henry M. Gunn High School
780 Arastradero Road
Palo Alto, CA 94306
E-mail: [annejensen@att.net]

Commission on Middle Schools

Janel Lafond-Paquin ♣, Chair [2012]

Rogers High School
15 Wickham Road
Newport, RI 02840
E-mail: [madamep51@hotmail.com]

Commission on Student Standards

Rebecca Fox, Chair [2012]

George Mason University
4400 University Drive
Fairfax, VA 22030-4444
E-mail: [rfox@gmu.edu]

Commission on Professional Teacher Standards

Adina Alexandru ♣ [2014]

Southington Public Schools
720 Pleasant Street
Southington, CT 06489
[aalexandru@southingtonschools.org]

Commission on Technology

Lara Lomicka Anderson, Co-Chair [2013]

809 Humanities Office Building
University of South Carolina
Columbia, SC 29208
E-mail: [lomicka@sc.edu]

Catherine Ousselin, Co-Chair [2013]

Mount Vernon High School
314 North 9th Street
Mount Vernon, WA 98273
E-mail: [catherineku72@gmail.com]

Commission on Colleges & Universities

Patricia Cummins, Chair [2012]

Virginia Commonwealth University
P.O. Box 842021
Richmond, VA 23284-2021
E-mail: [pcummins@vcu.edu]

HAVE YOU MOVED OR PLANNING TO MOVE? LET US KNOW.

AATF publications are mailed Second Class. The U.S. Post Office does not forward second class mail unless you have paid for this service. If you move without informing us of your new address, the Post Office destroys the lost issues and charges AATF \$.80 per item. This amounts to hundreds of dollars per year in charges in addition to the cost of the destroyed material and replacing it. Therefore, if you have moved or intend to move, please let us know your new address by returning this form to National Headquarters as indicated. Changes can also be e-mailed to [address@frenchteachers.org].

Change of Address		
Name _____		
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New address _____		
City	State	Zip
Old address _____		
(as it appears on mailing label)		
City	State	Zip
Date new address takes effect: _____		
Send this form to: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; FAX: (618) 453-5733; E-mail: [address@frenchteachers.org].		

NEW HONORARY MEMBERS

Two exceptional individuals were named Honorary Members of the AATF at the Awards Banquet in Chicago.

Dennis Stroughmatt, our keynote speaker, is a historian and musician and an authority on the French Creole music and culture of "Upper Louisiana" (Illinois-Missouri-Indiana), an area once known as "la Louisiane." Dennis Stroughmatt is an ambassador for this people and their music, expanding interest and excitement in a region that has been, in many ways, ignored by the history books.

Jack McCord is Director of the *Alliance française de Chicago*. His help in preparing the Chicago convention was invaluable. Convention participants enjoyed a reception at the *Alliance* which they were thus able to visit. He worked closely with us and offered to host the post-convention two-day workshop on Quebec which unfortunately had to be cancelled.

We thank both of these individuals for helping make the Chicago convention a resounding success.

2013 AATF ANNUAL CONVENTION PROVIDENCE, JULY 11- 14, 2013

AATF 2012 EXECUTIVE COUNCIL

Ann Sunderland, President [2012]
2911A Cedar Crest
Independence, MO 64057
E-mail: [mmesunderland@sbcglobal.net]

Sister Mary Helen Kashuba, President-Elect [2012]
Chestnut Hill College
6901 Germantown Avenue
Philadelphia, PA 19118-2695
E-mail: [kashubam@chc.edu]

Jayne Abrate, Executive Director [2013]
AATF, Mailcode 4510
Southern Illinois University
Carbondale, IL 62901
Ph: 618-453-5731; Fax: 618-453-5733
E-mail: [abrate@siu.edu]

Steven Daniell, Vice-President [2012]
Texas Wesleyan University
1201 Wesleyan Street
Fort Worth, TX 76105
Ph: 817-531-4900; Fax: 817-531-6503
E-mail: [sdaniell@txwes.edu]

Madeline Turan, Vice-President [2013]
SUNY at Stony Brook
1080 Humanities
Stony Brook, NY 11794
Ph: 631-632-7440; Fax: 631-632-9612
E-mail: [chezmadeline@optonline.net]

Jane Romer, Vice-President [2014]
202 Colonial Drive
Burlington, NC 27215
E-mail: [romerj@elon.edu]

Edward Ousselin, Editor in Chief, French Review [2013]
Western Washington University
Modern & Classical Languages
Humanities 203
Bellingham, WA 98225-9057
Ph: 360-650-2092; Fax: 360-650-6110
E-mail: [edward.ousselin@wwu.edu]

Michel Gueldry, Managing Editor, French Review [2013]
Monterey Institute of International Studies
460 Pierce Street

Monterey, CA 93940
Ph: 831-647-4123
E-mail: [gueldry@miis.edu]
Jane Black Goeppe, Editor, National Bulletin [2013]
2700 Ashland Avenue at Victory Parkway,
Suite 22
Cincinnati, OH 45206
E-mail: [nbeditor@frenchteachers.org]

Lisa Narug, Director National French Contest [2013]
P.O. Box 3283
St. Charles, IL 61874-3283
Ph: 630-677-2594; Fax: 630-208-8189
E-mail: [legrandconcours@sbcglobal.net]

Joyce Beckwith, Region I (New England) Representative [2014]
Wilmington High School
Wilmington, MA 01887
E-mail: [mmejoyb@aol.com]
Chapters: CT, Eastern and Western MA, ME, NH, RI, VT

Abbe Guillet, Region II (New York & New Jersey) Representative [2012]
Baker High School
29 East Oneida Street
Baldwinsville, NY 13027
E-mail: [anguillet@yahoo.fr]
Chapters: Metropolitan, Nassau, Suffolk, Westchester, NY, Central NY, Hudson Valley, Pays du Nord, Rochester, Western NY, New Jersey

Christine Gaudry-Hudson, Region III (Mid-Atlantic) Representative [2013]
McComsey Hall 239
Millersville University
Millersville, PA 1755
Ph: 717-872-3663; Fax: 717-871-2482
E-mail: [christine.gaudry-hudson@millersville.edu]
Chapters: Central PA, DE, Lehigh Valley, MD, Northeastern PA, Northern VA, Philadelphia, Pittsburgh, Susquehanna Valley, VA

Catherine Daniélou, Region IV (South-east) Representative [2012]
University of Alabama at Birmingham
Birmingham, AL 35294
E-mail: [danielou@uab.edu]
Chapters: AL, FL, GA, MS, NC, SC

Fred Toner, Region V (East Central) Representative [2013]
Gordy Hall 279
Ohio University
Athens, OH 45701
Ph: 740-593-4582; Fax: 740-593-0729
E-mail: [toner@ohio.edu]
Chapters: Detroit, IN, Northwest IN, KY, MI, OH, TN, WV

Eileen Walvoord, Region VI (West Central) Representative [2014]
Niles West High School
5701 West Oakton Street
Skokie, IL 60077
E-mail: [ewalvoord@frenchteachers.org]
Chapters: Chicago, Kansas City, St. Louis, Downstate IL, IA, MN, WI

Janet Smith, Region VII (South Central) Representative [2013]
Springbranch Independent School District
Houston, TX 77055
Ph: 713-251-1800
E-mail: [janet.smith@springbranchisd.com]
Chapters: AR, KS, LA, NE, Central TX, El Paso, Hautes Plaines, Houston, North TX, OK, South TX

Marie-Magdeleine Chirol, Region VIII (Southwest) Representative [2014]
Whittier College
Languages and Literatures
13406 Philadelphia Street
Whittier, CA 90601-4413
E-mail: [mmchirol@whittier.edu]
Chapters: AZ, HI, NM, NV, Northern CA, San Diego, Southern CA, UT

Ann Williams, Region IX (Northwest) Representative [2012]
Metropolitan State College of Denver
Campus Box 26
P.O. Box 173362
Denver, CO 80217
E-mail: [gascona@mscd.edu]
Chapters: CO-WY, ID, MT, ND, OR, SD, WA/AK/AB/BC

Découvrez Providence!

Congrès annuel de l'AATF du 11 au 14 juillet 2013

REGIONAL REPORTS

REGION I: NEW ENGLAND

Congratulations to Kathleen Turner, AATF member since 1999, who was named Massachusetts Teacher of the Year. Kathy teaches French at Sharon High School (MA). She will be competing with other state winners for the national title and hopefully will give French more visibility.

The Rhode Island Chapter is excited to be hosting the 2013 AATF Convention in Providence, July 11-14. Providence has a vibrant Francophone community and is the home of five well-known institutions of higher learning (Brown University Rhode Island School of Design, Rhode Island College, Johnson and Wales University, and Providence College).

New England said "adieu" to French Consul Christophe Guilhou at the end of July. Cultural Attachée Anne Miller will stay for another year.

Newly-elected officers of the Connecticut Chapter include President Viviane Grébert, Vice-President Sandra VanAustal, Secretary Honoré Radshaw, and Treasurer Ruth Koizim. The fall meeting took place at the Hopkins School. The guest speaker was Marion Fovan from the Yale Center of French Studies. At the spring meeting in Milford Marie-Dominique Boyce, Southern Connecticut State University, gave a presentation on "Les Québécois in New England since 1950." The Chapter is grateful to National French Contest Administrator Adina Alexandru who enrolled 340 more students than in 2011, an increase of 12%.

The Eastern Massachusetts Chapter collaborated with the Massachusetts Foreign Language Association (MaFLA), *Alliance française* (AF), and French Cultural Service (FCS) to offer professional development opportunities throughout the year. At the MaFLA fall conference, the Chapter sponsored a French strand which featured three workshops by Amale Bourhim, President of I-Visit-it. The Eastern Massachusetts and the Western Massachusetts/Vermont Chapters also held a networking meeting.

The Chapter sponsored three workshops at "La Journée de la Diversité," held in conjunction with MaFLA. Presenters were Andrea Javel and Nadiege Bantin-Yansen, Boston College, and Emmanuelle Vanborre, Gordon College. Workshops focused on "La Francophonie: Le Maghreb, la Martinique and les Antilles francophones." In August the Chapter co-sponsored with MaFLA a three-day French immersion. Among the presenters

were AATF members Jean-Pierre Berwald, Janel Paquin, Michelle Emery, and Catherine Ritz. The FCS offered three *ateliers* during the year under the umbrella of *Le Café Français*. Topics discussed were the French presidential elections, the new role of women, and French-American relations. The Chapter also organized three after-school meetings called *bavardages*, the first on technology, the second on the new AP exam, and the third on techniques for improving oral proficiency. The Chapter is grateful to Catherine Ritz for redesigning their Web site and starting Facebook and Twitter pages and also to National French Contest Administrator Janet Wohlers who enrolled close to 5400 students. Congratulations also to Janel Paquin on being named NECTFL Conference Chair for 2014.

The New Hampshire Chapter thanks Jim Lambert for his many years of service as National French Contest Administrator.

Rhode Island Chapter President Michael Hebert has done an outstanding job communicating regularly with the membership by e-mail and with a quarterly newsletter, *Le Bulletin*. He has also updated the chapter Web site which now has an advocacy page with sample letters to superintendents, principals, and school board members for programs in jeopardy. He also coordinated festivals and activities to celebrate National French Week and *la Semaine de la Francophonie*. The Chapter participated in the Rhode Island Foreign Language Association fall conference where Michael presented an AATF session, "Opportunités pour promouvoir votre programme de français."

Other highlights include a concert given by the Acadian Group, *Le Grand Dérangement*, attended by 800 students from 15 schools and the International Day of *la Francophonie* celebrated at the Rhode Island State House on March 20th. During this celebration, President Hebert spoke along with the Governor and Lt. Governor of Rhode Island and French Consul Christophe Guilhou.

Congratulations to Rhode Island National French Contest Administrator Joseph Théroix for enrolling nearly 200 more students than last year, an increase of almost 20%. This year's *Remise des prix* took place at Bishop Hendricken High School and was attended by 450 people. Congratulations also to Michael Hebert who received the 2012 Aram Pothier Prize from the Richelieu Club for his work in promoting the French language

and Francophone culture in the state of Rhode Island. The ceremony was held at the *Musée de Travail et de Culture* in Woonsocket where 40% of the population is of French-Canadian origin.

The joining of the Western Massachusetts and Vermont Chapters has worked well. The spring meeting was held in Brattleboro, VT. President Claire Frierson welcomed members from both chapters. Presenters included Heidi Fischer, Michelle Emery, and Tom Potter. Following their presentations, there was a swapshop, luncheon, and then a networking session. Thank you to National French Contest Administrator Susanne Polo who enrolled 84 students more than last year, an increase of 24% and to former Regional Representative Jean-Pierre Berwald who was named *Chevalier dans l'Ordre des Palmes académiques*.

Au plaisir de vous revoir l'année prochaine à Providence!

Respectfully submitted
Joyce Beckwith
Region I Representative
[mmejoyb@aol.com]

REGION II: NEW YORK & NEW JERSEY

When asked how the chapters communicate with their members, many responded that they have Web sites and electronic newsletters. Those without Web sites send out frequent e-mails to their membership. Many co-sponsor events with local colleges, the Chamber of Commerce, French organizations, and local and state language organizations. These organizations will also publicize AATF events, and many have generously contributed prizes for *Grand Concours* winners for which the chapters are most grateful.

All chapters sponsored the *Grand Concours*, and most held a spring *Distribution des prix*. Some of the following activities might inspire other chapters to organize similar ones. The *Pays du Nord* Chapter received a \$500 grant from the Quebec Government to co-sponsor a *québécois* film festival in October 2012 called "Rendez-vous du cinéma québécois" with SUNY Plattsburgh, Clinton Community College, and the North Country Center for the Arts of Commerce. The Central New York Chapter began a series of French Film Nights at their local libraries. In December they showed *Joyeux Noël* to an audience of over 45 students, parents, community Francophiles, and French teachers. After the movie, most stayed for discussion of the film and light refreshments. Encouraged, they showed

another film, *La Grande Séduction*, in another library in March. Again, it was well attended. They are going to continue this year with a third film, *MicMacs*. By using the library system to move the series around, they hope to highlight French and promote it in their communities.

The Nassau and New Jersey Chapters once again hosted their legendary *Soirées de Hockey*, each attended by more than 500 students, parents, and teachers. There were pre- and post-game speakers and the opportunity to speak with one of the Islanders' *Québécois* players (Nassau) and one of the Devils' players (New Jersey).

The Nassau Chapter also held their annual Aline C. Desbonnet Poetry Contest in which more than 100 students competed in original poetry and recitation. The New Jersey Chapter encouraged participation in the "Rock the Statue Green" competition organized by the *Service culturel* in New York City. The Westchester Chapter also organized a visit to the *Alliance française* of New York to see a ballet, *La Belle au Bois Dormant*, for free.

The Central New York Chapter offered a workshop entitled "Curriculum, Cooperation, Collaboration, Cuisine." The

by Donyce McCluskey who shared techniques and materials used to encourage students as they write.

The Metropolitan Chapter co-sponsored *La Journée québécoise* with the Quebec Government House for National French Week and *L'Afrique francophone* with the *Maison française* at Columbia University in February. The Westchester Chapter is planning a book club featuring *l'Élégance du Hérisson*.

The Nassau Chapter celebrated National French Week with a dinner for French teachers and participated in a number of events sponsored by other organizations, such as a wine tasting sponsored by the Metropolitan Chapter, a performance by Odile Perceau *Quator de Bordeaux* at Hunter College, Jean Brasard singing Yves Montand at the Triad Theater, "An Evening with Rosamond Bernier," art historian, at the French Consulate, "Challenges of the Jewish Community in France: Anti-Semitism, Religious Practice, Dialog with Islam, Europe..." featuring Richard Prasquier, at the French Consulate, and a performance of *Dreyfus* by the Harvard Arts Players at the United Nations International.

The New Jersey Chapter held a work-

youth leadership, American government, and more, was funded by a U.S. State Department Bureau of Educational and Cultural Affairs Grant. This \$330,000 grant was the only one of its kind to have been given this year. Designed to enrich the experience of Francophone African youth and adults through two three-week exchanges, the Youth Leadership Program brought 30 individuals from Burkina Faso, Niger, and Chad to Plattsburgh in March 2012 and an additional 30 from the Ivory Coast, Mali, and Mauritania in September 2012. Chapter President David Graham served as Project Manager and fundraiser for the book *J'aime New York: A Bilingual Guide to the French Heritage of New York State*, published in January. The book is currently available from SUNY Press at discount for AATF members.

Chapter member Nancy Blais obtained hundreds of signatures from community members and parents to convince Time Warner Cable, Dish Network, and Direct TV to bring French-Canadian channels to their viewers. She received editorial support from the local newspaper for her endeavors. Because of her school's location near the Quebec border, Nancy has penpal writing exchanges

The Rhode Island Chapter is excited to be hosting the 2013 AATF Convention in Providence, July 11-14.

keynote presentation was "Voice and Choice: *intégration culturelle* and the Power of Language and Media to Engage 21st-Century Learners" by Françoise Piron and Mary Ellen Shevalier, who inspired the attendees to collaborate with teachers of other subjects to inspire, engage, and prepare their students for the world in which they live. Following the keynote session, teachers chose between two workshops. Denise Mahns facilitated "Meeting the Challenge of Checkpoint C" where upper-level French teachers shared thematic ideas in a swapshop format. In his workshop, entitled "Higher Level Language Learning with Technology," Michael Day shared new ways to use simple technology to expand students' language skills. The Chapter offered another workshop entitled "Common Grounds: New Ideas and Innovations for the Common Core Curriculum." In a workshop entitled "Un lieu, une date, une histoire," Abbe Guillet shared her experience traveling to Krakow and Auschwitz, Poland where she had participated in a week-long seminar on crimes against humanity. A second presentation, "Écrire, et aimer écrire... en français," was given

shop featuring project-based learning with Madame Blanton of Summit High School and *La Raffle* and *Elle s'appelait Sarah* by Viviane Levy and Janet Pollner. Monsieur Rudy Appel was an honored guest who spoke about his experience as a hidden child in the famous village of *Le Chambon-sur-Lignon*. They also presented a workshop at their state conference.

The New Jersey Chapter also sponsored an excursion into New York City to the Morgan Library to see the David, Delacroix, and Ingres exhibit. In May, they toured the Hudson Valley, visiting the Culinary Institute of America, lunching in Hyde Park, and visiting Huguenot Street in New Paltz where they had a tour. They also co-sponsored a spring workshop with the *Alliance française* at which Pascale Reidenberg spoke about how to use photography and proverbs in the French class.

Many members contributed their time and talent to their chapters, and others were honored. In the *Pays du Nord* Chapter, Vice-President Jean Ouedraogo received a grant from the Youth Leadership Program with Francophone Africa. The program, which will offer lessons on

with the Notre Dame School in Huntingdon, QC. She also convinced physical education teachers to bring a *québécois* sport called kin-ball to Malone Middle School. The department has bought the equipment, so one of the teachers from her school came on the trip, and the kids in Huntingdon demonstrated the sport. Teachers plan on having the students play kin-ball next year in the curriculum. Kathryn Inhelder's students created French PhotoStory Projects about their life. It allows students to create a digital slideshow, adding photos in a very user-friendly format. Students produced projects using photos of their life with French captions and voice-recordings.

The Central New York Chapter would like to recognize the tireless efforts of National French Contest Administrator/Vice-President Jennifer Reed and Newsletter Editor and Public Advocate Roseann Lorefice. Many thanks to Laurie Farber, retiring President, Secretary-Treasurer, and National French Contest Administrator of the Rochester Chapter for her many years of service, and a welcome to the new officers: Candace Black, LoriAnne Heller, Lynelle Vandenberg, and Erica Ragan.

On behalf of the AATF, a number of board members from the Metropolitan Chapter, Sandra Dressler, Polly Duke, Harriet Saxon, and Diane Paravazian, made presentations at the New York City Foreign Language Teachers (NYCFLT) Conference, the AATF Convention, and the New York City Board of Education Conference on Languages Other Than English Conference. The Quebec Government House invited members of the board and chapter, Myrna Delson-Karan, Vera Junkers, Hyacinth Hemmings, Harriet Saxon, and Diane Paravazian, to be part of a committee to help in the selection of a teacher for a teacher training program this summer. The Chapter held a competition, and the committee selected Hillary Bresson of the Westchester Chapter, who received the NYSAFLT Quebec award for study this summer.

Respectfully submitted,
Abbe Guillet
Region II Representative
[anguillet@yahoo.fr]

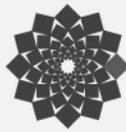
What's New in the *French Review*?

Vol. 86, No. 1 (October 2012)

Articles include the titles below and more:

- "The Year of the Century: The Novel in 2011" (Cloonan)
- "Avignon 2011: Staging and Dancing the Past and Present" (Turk)
- "The Year in Poetry 2011: Exemplary Trajectories" (Prevots)
- "2011: année incroyable" (Spoiden)
- "Daring to Love: Nadir Moknèche's *Viva Laldjérie* and Laïla Marrakchi's *Marock*" (Jones)
- "The Beauty of Chunks: Clefting and Dislocation in French Conversation" (Knutson)
- "What does Explanation Do for the Language Learner? An Experiment in Processing Instruction with Causative faire" (VanPatten and Price)
- "Abundance and Waste in Scarron's *Le roman comique*: Early Modern Environments and Terrocentric Identity" (Racevskis)
- "Memory and Relation in Gisèle Pineau's *Mes quatre femmes*" (Thomas)
- "Kaidakunna 'adhimoun Revisited: Farida Benlyazid's *Ruses de femmes* and Assia Djebar's *La beauté de Joseph*" (Carine Bourget) as well as the many fine reviews.

Pre-convention workshops on Thursday, November 15, 2012



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National Association of District Supervisors of Foreign Languages (NADSFL)
National Council of State Supervisors for Languages (NCSSFL)
National Network for Early Language Learning (NNELL)
Pennsylvania State Modern Language Association (PSMLA)

Visit www.actfl.org for all Convention information and program updates.



**SAVE
THE
DATE**

ASFAP 2013 SCHOLARSHIP

The American Society of the French Academic Palms (ASFAP) is pleased to announce that it will be awarding two \$3000 scholarships for 2013 for summer study in a Francophone country. Candidates must be either in their junior or senior year in high school or at the university level. Besides the application form, candidates must write an essay in French about the summer program they have chosen and include two recommendations, one from an ASFAP member. AATF members are encouraged to nominate an outstanding student. Application forms can be found on-line at the ASFAP Web site: [www.frenchacademicpalms.org]. The deadline for applications is **January 20, 2013**. For further information contact Joyce Beckwith, Chair of the ASFAP Scholarship Committee: [mmejoyB@aol.com].

PROMOTION COMMISSION SEEKS SUBMISSIONS FOR FILM MANUAL

The Co-Chairs of AATF Commission on the Promotion of French, Joyce Beckwith and Dolliann Hurtig are preparing a film manual entitled "Allons au Cinéma: Promoting French Through Films," for publication in 2013. AATF members are encouraged to contact Dolliann Hurtig [dhurtig@latech.edu] to receive the template and guidelines for all submissions. Francophone films appropriate for the secondary or university levels are welcome. Previously published articles or related activities, resources or projects will not be considered. The deadline for all submissions is **November 1, 2012**.

AATF DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARDS

The AATF invites nominations for four annual awards for outstanding teachers, one at each level: elementary school, middle school or junior high school, high school, and post-secondary (university, college, or community college). The purpose of the award is to recognize teachers who have demonstrated excellence and commitment in the teaching of the French language and French and Francophone cultures and literatures.

Each winner will receive a certificate from the AATF recognizing his or her outstanding contribution to the teaching of French and a one-year complimentary membership in the AATF for 2014, a cash award, and a one-year subscription to *Le Français dans le monde*. An official presentation will be made at the AATF Awards Banquet in Providence in July 2013.

Nominations may be made by any AATF member in good standing or by an AATF Chapter. The nominee must be an active member of the AATF. All documents must be submitted by **February 1, 2013**.

The selection committee will consist of two members of the AATF Executive Council and one member at large. Any nomination that does not conform to the guidelines below in length or content will not be considered. A teacher may receive the award only one time at a given level. If there is no suitable candidate at a given level, the AATF reserves the right not to make an award.

The AATF will acknowledge the recipients of the awards by sending a letter to their principal and/or supervisor and will issue a press release, if requested. The *National Bulletin* will include a feature article on the recipients.

TIME LINE

Because the awards will be presented at the annual convention, the deadline for receiving all documents will be **February 1, 2013**. Decisions will be made by March 1. Recipients will be notified by March 15 so that they can make arrangements to be present at the awards program.

REQUIRED QUALIFICATIONS

1. Nominees must have a minimum of five years teaching experience at the level for which they are candidates and must be teaching currently at that level.
2. Nominees must have been members of the AATF for the past five consecutive years.
3. Current AATF officers are not eligible for these awards.
4. Nominees must have made a significant impact on students, school, and community at the award level.
5. Nominees must be active participants in AATF activities locally, regionally, or nationally.

EVALUATION CRITERIA

Nomination packages will be evaluated for evidence of (1) outstanding teaching experience, (2) professional growth and development, and (3) contribution to the profession.

Evidence of outstanding teaching experience may include but is not limited to

- a. demonstration of students' exemplary proficiency in French, knowledge of French language and Francophone cultures and literatures, and motivation for continued study of French,
- b. increased enrollment or expansion of curricular offerings, or previous teaching awards,
- c. student participation in extracurricular French activities, exchange programs, internships, and competitions, or
- d. students' high performances in French on standardized tests.

Evidence of professional growth and development

- a. participation in AATF chapter and national activities,
- b. participation in foreign language conferences, workshops, and seminars,
- c. pursuit of advanced degrees and education, or
- d. grant-supported research, projects, workshops, or travel.

Evidence of contributions to the profession may include

- a. leadership and service in professional organizations, including the AATF,
- b. research or presentations at conferences or publications in professional media, or
- c. sponsorship of extracurricular activities or student exchange programs or other innovative programs.

NOMINATION PACKET

The nomination packet may not exceed a total of five pages and must include the following:

1. A résumé of education, teaching experience, membership and offices in professional organizations, AATF activities and other professional activities, and awards, using only the officially provided two-page form (found on the AATF Web site, from Chapter Presidents, and upon request from AATF Headquarters), so that all candidates will be compared in identical rubrics. This two-page required form constitutes pages one and two of the five-page packet. Cover letters from nominators will not be included as part of the five-page packet forwarded to the selection committee.
2. A one-page personal statement by the nominee in which he or she addresses in detail the following topic: Of your contributions in and out of the classroom, of which are you the most proud? Explain your choice (page 3).
3. Two one-page letters of recommendation that address the candidate's teaching excellence, professional growth and development, and contributions to the profession. These two letters of recommendation are limited to one page each and constitute pages 4 and 5 of the five-page packet. They should come from colleagues or superiors who have first-hand professional knowledge of the candidate's classroom performance.
4. All nominations and forms should be submitted together in one file.
5. Submit the nomination packet electronically in .pdf format to [abrate@siu.edu]. The nomination must be received no later than **February 1, 2013**.

ADVOCACY

- Information about the most effective way to advocate for foreign language programs
- Links for language-related Congressional testimony
- Federal government grant opportunities

Check out the JNCL-NCLIS Web site at
www.languagepolicy.org

SPECIAL OFFER: NEW AATF FLYER

The AATF has produced a new flyer targeting school guidance counselors. Entitled "Help Wanted: Encourage Students to Learn French," it outlines how studying French can provide important career advantages for students. The flyer was developed by the AATF Commission on High Schools. Limited quantities of the flyer will be offered to AATF members free of charge. Send a self-addressed stamped business-size envelope to the AATF with a note requesting the new flyer.

one first-class stamp required for 4 copies of the flyer

two first-class stamps required for 9 copies of the flyer

As usual, the flyer is available in larger quantities for the member price of \$.12 per copy or in any quantities to non-members at \$.20 per copy.

Mail your SASE and request to AATF Flyer, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

AATF PROMOTIONAL KIT

We have put together this promotional kit offered for only \$75 to help teachers promote French during National French Week and throughout the year. For complete descriptions of all of these materials as well as other items available from the AATF, see the Materials Center listing in the *National Bulletin* (p. 38). All items can be purchased separately.

The Promotional Kit includes the following:

- A set of 8 one-page promotional flyers suitable for duplication (appeared in past issues of the *National Bulletin*)
- 100 copies of the flyer *French by the Numbers*
- 100 copies of the flyer *10 Reasons to Learn French*
- 100 copies of the flyer *Speaking French: An Investment in the Future*
 - _____ 25 copies of the *Why French FLES*?* flyer (optional at no extra cost; check if you would like to receive them)
 - _____ 10 copies of the "Help Wanted" flyer for counselors (optional at no extra cost; check if you would like to receive them)
- 10 Forward with French bumper stickers
- 50 World Speaks French postcards
- one AATF promotional video/DVD or CD (Please indicate your choice; select only one.)
 - _____ DVD *Le Français m'ouvre le monde* _____ DVD *Forward with French*
 - _____ DVD *Forward with FLES** _____ DVD *French-Speaking Louisiana*
- one AATF guide or FLES* report (Please indicate your choice; select only one.)
 - _____ *Calendrier perpétuel* _____ *La Vie des mots*
 - _____ *Vive le français!* (activities)
 - _____ FLES* report (See the *National Bulletin*, p. 38 for descriptions and titles; specify by year.)
- promotional items (Select only one.)
 - _____ 50 World Speaks French pencils _____ AATF Notecards (2 sets of 12 cards)
 - _____ 25 *On est les meilleurs!* buttons _____ 25 Forward with French pens
 - _____ 10 *trousses scolaires* Total (\$75 per kit): _____

This entire kit is available for \$75 (postpaid). This represents a 40% savings over ordering the items individually. Payment accepted by check or school purchase order. This form must accompany all orders. Valid through 12/31/12.

Name: _____

Address: _____

City, State, Zip: _____

Telephone: _____ (H/W) E-mail: _____

THE HAITI CONNECTION: FRENCH CLUBS RAISE THOUSANDS OF DOLLARS FOR WATER SYSTEM

]As a result of an article in the *AATF National Bulletin*, French clubs and National French Honor Societies have contributed generously again this year and have helped to fund a water system for St. Joseph's School and Clinic in Dubré, Haiti.

The water system will enable students to wash their hands

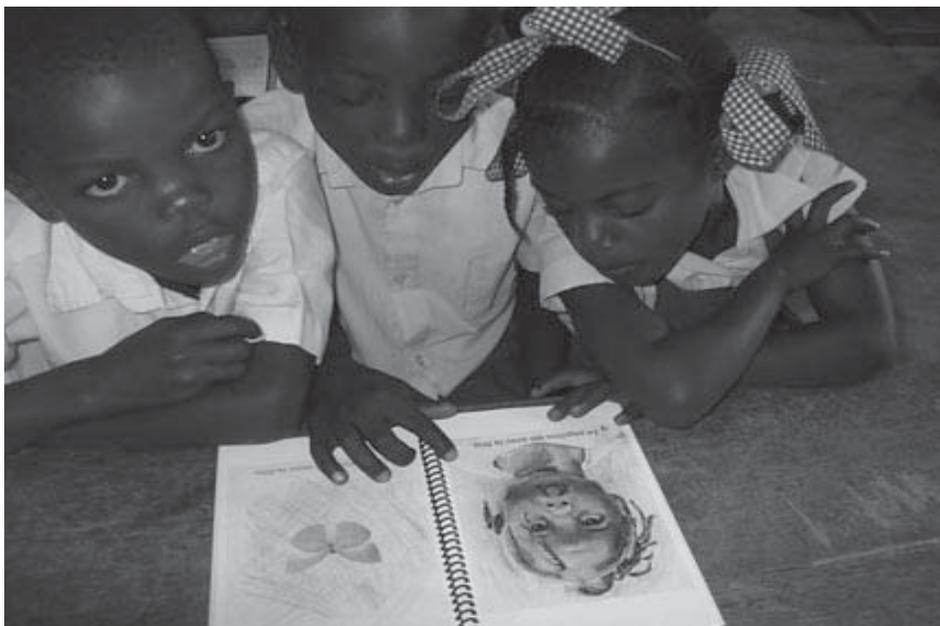
after using the latrines, thus helping to prevent the spread of cholera. It will also provide running water to the clinic and to the school kitchen. Work on the water system was completed this summer. I would especially like to recognize Absagami High School (NJ) for raising \$2662 and Parkland High School (PA) for raising \$1500 for the water system. French clubs in the following schools also contributed generously:

Union Catholic High School (NJ), Fayetteville Manlius High School (NY), James Martin High School (TX), Hempfield High School (PA), Bishop Grimes High School (NY), and Watanga High School (NC). In addition to contributing to the water system, Binghamton High School (NY) also funded the purchase of a class set of 24 books on rehydration called, *Mon petit frère est malade*. These books were requested by St. Joseph's School and were written by a doctor and a teacher to instruct children in how to care for a sibling who has become dehydrated because of diarrhea. The books are being used in the sixth grade.

Students in the National French Honor Society at Marcellus High School (NY) made a class set of books to teach prepositions of location. Haitian students speak Creole at home, but instruction and exams in Haitian schools are in French. Prepositions are difficult for the students. Marcellus French students wrote the storyline for the preposition book and drew the pictures. Before drawing the pictures, Marcellus students looked at photos of the students at St. Joseph's School. They then drew pictures that looked like the St. Joseph's School children. Marcellus' National French

Honor Society held a fundraiser to have a class set of the book printed and spiral bound. They also did research on butterflies native to Haiti and included one on each page of the book. The books were delivered to Haiti in March.

French students at Cazenovia College (NY) made books for the children



as a final project. Books were made on the following topics: opposites, weather, tropical fruit, animals and adjectives, and the digestive system. Class sets of each book were made and delivered to Haiti in March by retired French teachers Scott Manuel and Georgette Schmidt. Scott and Georgette presented eight workshops for the teachers at St. Joseph's School on topics requested by the principal such as French grammar, communicative methods, and poetry.

Oak Ridge High School (CA) is generously funding a Haitian chicken farm through the iF Foundation [www.if-foundation.org]. Eggs from the chicken farm will be used to provide a school breakfast program at St. Joseph's School. When Oak Ridge High School students heard that there were six students using one pencil at St. Joseph's School, they organized a pencil drive and collected over 5000 pencils for the school. The pencils will be hand delivered to Haiti in August.

I would like to thank all of the teachers and students who have so generously helped St. Joseph's School, and I would like to let my colleagues know of a need that has been brought to my attention.

Principal Serge Louis-Jean of St. Joseph's School has requested help for

the children of his hometown of Paulette, Haiti.

The village of Paulette (population 3700) is one of the poorest in northern Haiti. The poverty is extreme in Paulette, because in 1942 an American company cleared 400,000 acres of land to grow sisal to make rope for the U.S. Navy in

World War II. The American company pulled out of Haiti in 1986 after Duvalier was ousted. They left behind a parched land devoid of all trees and brush. People are not able to grow crops for food on the dry land.

As a result of malnutrition, the children have very little resistance to bacterial infection, and the child mortality rate is very high. Serge and 11 other young professionals from Paulette have start-

ed an organization called FEED (Fondation pour l'Épanouissement des Enfants démunis de Paulette) to try to meet the nutritional and educational needs of the children of Paulette.

The members of the FEED organization are asking for help to set up a daily lunch program for the children. The cost per meal per child would be 50 cents per day. They are also seeking funds to send the children to either of the two schools in Paulette. Funds are needed as well for uniforms and school materials. No amount is too small to donate. If we have many French Clubs and individuals helping, we will be able to support the FEED program.

French Clubs, National French Honor Societies, and individuals may choose any of the sponsorships below to help. Donations may be made payable to "Park Central Presbyterian Church" with "Haiti FEED" written in the memo line on the check. Checks may be sent to: Financial Officer Ken Sharkey, Park Central Presbyterian Church, Haiti Educational Partnership, 504 East Fayette Street, Syracuse, NY 13202. Please contact Georgette Schmidt at [gschmidt@twcny.rr.com] for more information. The following sponsorships

are requested:

\$25 = One sponsorship for school tuition for one year for one student at the state elementary school in Paulette, Haiti.

\$40 = One sponsorship for a uniform, a backpack, shoes, and school materials.

\$80 = One sponsorship for school tuition for one year for a student at the Baptist elementary school in Paulette, Haiti.

\$87 = One sponsorship for the lunch program for one student for 172 days. One meal costs 50 cents a day. The two schools in Paulette do not provide a daily meal.

\$137 = One sponsorship for tuition and transportation for one student per year to attend seventh grade.

Last spring, Principal Serge e-mailed me that he had attended the funeral of another child who had died in Paulette because of malnutrition-related illness. French clubs, teachers, and French students, please consider helping the children of Paulette by funding one of the sponsorships above. The principal (who was himself an orphan) and the other members of FEED give 10% of their meager earnings to support the children of Paulette. This is admirable as Serge's monthly salary is only \$180.

We, as French teachers, can make a difference in Haiti by inspiring our students to connect with this French-speaking part of the world. We are working in partnership with the principal and the teachers and are listening to them identify the needs of the community in Paulette and in Dubré. Thank you for your support. No amount is too small. In closing, I would like to share a proverb in Haitian Creole. "Ròch nan dlo pa konnen mizè ròch nan soley." (Les roches dans l'eau ne connaissent pas la misère des roches dans le soleil.)

Georgette Schmidt 
[gschmidt@twcny.rr.com]

UPCOMING AATF CONVENTIONS

Join us as we celebrate the French-speaking world in:

- Providence (July 11-14, 2013)
- New Orleans (July 19-22, 2014)

SALUTATIONS DE LA SOCIÉTÉ HONORAIRE DE FRANÇAIS!

This year's *Société Honoraire de Français* (SHF) breakfast at the Chicago convention was highly successful thanks to more than thirty SHF sponsors who were in attendance. President Ann Sunderland and I were honored to lead the discussion and inform sponsors of the positive changes happening within the organization. Thanks to a more efficient system of record keeping and changes in some of our wholesalers, in 2011-2012 the SHF was able to increase revenue and decrease expenditures, all while maintaining the integrity of our products.

The majority of the discussion came directly from the SHF sponsors themselves as they relayed different strategies and viewpoints for holding successful induction ceremonies, incorporating school and town leaders into National French Honor Society activities, and what new products the SHF can offer in order to help local chapters strengthen their programs.

Procedures for induction ceremonies were a main topic of conversation. Many noted that it is not uncommon for a school to hold all honor society inductions in one large ceremony, meaning that the SHF induction is accompanied by the National Honor Society and those of other languages. Sponsors who participate in this type of ceremony stated that holding all inductions in one large ceremony is a great way to make the SHF visible to the school, parents, and to the community.

Other sponsors prefer a smaller, individual ceremony that focuses solely on the SHF. Although the turnout may not be as high, students are recognized in a more intimate setting which is always appreciated by the students and their parents. Sponsors who hold this type of induction ceremony state that it is still important to invite community leaders, keynote speakers, and members of the school's administration in order to put SHF on the map.

Thanks to the wonderful feedback that we received from our sponsors, the SHF is currently working on a variety of new products to offer for the 2012-2013 school year. First, we are happy to announce that a second year certificate will be available for those SHF chapters who want to recognize their students for their continuing efforts in the *Société*. This second-year certificate will encourage students to continue to contribute to the SHF and to learning French beyond their induction into the *Société*.

Another product that was widely requested and that will be available at the start of the school year is an SHF lanyard. Due to the fact that many schools require student ID badges, the lanyard will be a relatively inexpensive item for SHF chapters that will help SHF inductees stand out from their peers. A third item that will be available on the SHF Web site is a model invitation that sponsors can use once they have selected their inductees. Sponsors are welcome to adjust the language or create their own in order to make SHF invitations as formal or informal as they see fit. This invitation will serve as a guideline on how to officially offer SHF induction to those students who meet the requirements.

Other products that are still in the research phase are an SHF banner and an SHF Register Book for induction ceremonies. We are looking for reasonably-priced options for these products that will still be durable. We welcome any suggestions that SHF sponsors may have on what types of banners or log books would best fit your needs and where they may be available for purchase. Please send any suggestions or inquiries to [shf@frenchteachers.org].

Thank you to all those who attended and contributed to the SHF breakfast meeting in Chicago and a special thanks to all sponsors who continue to support the SHF and their students who strive for excellence in French.

Bien cordialement,

Jessica Nelson
Executive Secretary
Société Honoraire de Français
[shf@frenchteachers.org]

ELECTIONS THIS FALL YOUR VOTE COUNTS!

The AATF will be holding elections this fall for five positions on the Executive Council. Regional Representatives will be elected for a three-year term (2013-2015) in Region II: New York and New Jersey, Region IV: Southeast, and Region IX: Northwest. An AATF Vice-President will also be elected for the term 2013-2015.

Ballots will be included with the dues renewal notices that every AATF member will receive in early September. Ballots must be returned to National Headquarters by **November 1, 2012**.

IMMERSING STUDENTS (SHORT- TERM) IN FRENCH LANGUAGE AND CULTURE, MARTINIQUE STYLE

Those of you who attended the AATF convention held in Martinique in 2003 will likely have dreamed, as I did, of taking students to study French language and Francophone culture on this beautiful and friendly Caribbean island. Having arranged a highly successful short-term immersion for ten advanced students last summer, I am planning a repeat in summer 2013.

For one week of our four-and-a-half week summer session, my students studied French language for four hours in the mornings and enjoyed educational excursions with a French-speaking guide in the afternoons. While all the students were registered for French 4310, Advanced French Civilization and Literature, their ability levels varied widely. The professor we hired teaches French-as-a-foreign-language at the *Université des Antilles et de la Guyane*; she revealed her expertise in accommodating all levels by engaging students in games, debates, and role-playing, etc. At each break, students commented to me how much fun they were having and how much they were learning.

This enthusiasm continued after their return to campus in the fall, and the four students who had not yet graduated signed up for more advanced French courses and chose French as their minor. When well structured, short-term immersion can yield such benefits and has certain advantages over long-term study abroad experiences. Most importantly perhaps, short-term study abroad enables students who are not from wealthy families to converse with native speakers of the language they are studying and to observe the culture up-close. For students who work out of financial necessity and/or have family commitments, a week away from home is more feasible; yet a week can still provide a transformational experience. Not only did two students fly for the first time (and one had never before been on a boat), but some of them had not been out of the state. Their self-confidence in general and in their French-speaking ability in particular improved measurably. For example, one student who had been previously intimidated to join our French Table (a group of colleagues and former students who meet weekly to talk in French over lunch) overcame his reservations and impressed the group with his fluency and pronunciation.

Faculty members and study abroad

administrators and program directors tend to agree that “students get the most out of short-term programs that are highly structured, require ongoing reflection, and include in-depth experience working or studying with host country participants” (Donnelly-Smith). My faculty-led program is embedded within an on-campus course which allows me to control the content and thus assure that students’ activities are integrated into the goals of the course.

Structure and Opportunities for Reflection

Before departure I meet with students twice a week for two weeks. At these sessions, students pick a research topic related to Martinique (for example, creole, rum or sugar production, and Martinique in popular culture) and make a brief presentation in French to their classmates. They read and discuss the Martinican author Joseph Zoebel’s novel *La Rue Cases-Nègres*, analyzing those elements that pertain uniquely to Martinique (for example, colonial social structure, place names, and food and clothing items). Equally importantly they (1) participate in both a formal orientation (organized by the Office of International Programs) and an informal one (as questions come up in class and during breaks); and (2) establish a sense of group cohesiveness.

In Martinique students are required to keep a journal. This is one part of the program that will be more highly structured in future as, without supervision, students tend to procrastinate on their journal writing so that the intensity of their responses to the experience is lost. Next time students will meet for 30 minutes after dinner to share their reflections on what they have learned, both linguistically and culturally, review the vocabulary and grammar needed to express these reflections in French, and will write their journals immediately, though individually.

Upon return to campus students meet twice, once to plan and once to deliver a presentation in English to the university community. This activity allows students to reflect publicly on what they have learned about French and Francophone culture and about themselves. Specifically, students describe their research project and report how their perspective on the topic has changed following their first-hand observations. The presentation has the added benefit of showing administrators the value of short-term

study abroad experiences and of attracting students to the French program.

Studying with Host Country Participants

In this model, students interact daily in French with the local teacher and tour guide and driver; I am there to facilitate, encourage, and monitor academic rigor, not to lead activities nor to intercede when communication in French is challenging. In our case, both the director of the hostel where we stayed and the French professor provided opportunities for the students to meet locals their own age. The teacher brought her son and his friends to the center one evening to teach my students zouk dancing (dancing to zouk music which originated in Martinique and Guadeloupe). I had to promise not to show the video recording I took of them doing the sensual dance, but that activity and the French lesson on the future tense that took place actually in the waters of the Caribbean made the short-term immersion a successful and memorable experience.

Zouk dance

One student, a biology major and graduating senior, said the language and culture immersion in Martinique was the best of his undergraduate experiences in or out of the classroom. Certainly, the students returned to campus with greatly improved confidence in their speaking ability, greatly enhanced comprehension of native speakers, and a very positive attitude towards the French language and Francophone culture.

Students who would like to participate in this program in June 2013 must be admitted to Texas A&M University-Kingsville, and there is \$15 non-refundable transfer fee. Contact me at the address below for more information.

Jacqueline Thomas
Texas A&M University-Kingsville
[jacqueline.thomas@tamuk.edu]

References

Donnelly-Smith, Laura. “Global Learning through Short-Term Study Abroad.” *Peer Review*, Fall 2009, Volume 11, Number 4.

PROVIDENCE CONVENTION

July 11-14, 2013

**2012 AATF
OUTSTANDING
CHAPTER OFFICER
AWARD**



Justin Frieman has taught French at elementary, middle school, and high school levels. A participant when he was in high school himself, Justin became the State Coordinator for the Wisconsin Chapter's *Concours Oral*. He added levels for elementary and revised the registration process to allow more students to participate from each school. Since becoming Chapter President, he has worked on building relationships with college and university programs, as well as other organizations that support the learning of French in Wisconsin, to find ways in which the chapter can better serve them. In addition to work with the chapter, he has included other area schools in promoting French in his community with the organization of a flash mob during National French Week, which was later tweeted about by French pop star Jena Lee, and caroling in French at different community holiday events. After teaching for seven years in Wisconsin, he will be teaching across the Illinois border at Adlai E. Stevenson High School this fall.

**2012 ISE LANGUAGE
MATTERS AWARD**



Kadidia Doumbia is a specialist in Gender and Education. She has done extensive research on foreign language methodology and is a member of the European Association for Language Testing and Assessment.

She has presented numerous papers and has been a reviewer for submissions to the journal of the International Society for Language Studies. Ms. Doumbia is a member of the American Comparative Literature Association. She was elected in 2010 Director-at-Large of the International Society for Language Studies.

Ms. Doumbia is also co-author of the book *Go Tell Michelle* which won the 2009 Leticia Brown Woods Memorial Award for edited volume from the Association of Black Women Historians. In 2011 she received the Educator of Distinction Award from the National Society of High School Scholars at the Carter Center in Atlanta.

Ms. Doumbia is an International Baccalaureate French Examiner and has been for two years in a row teacher of a National French Contest winner. She is pursuing a doctorate in Diplomacy and Education. She teaches at Rabun Gap Nacoochee School (GA).

**2013 ADMINISTRATOR
OF THE YEAR AWARD**

The AATF/Concordia Language Villages/French Cultural Service Administrator of the Year Award, to be given annually, is intended to recognize a school principal or superintendent who actively supports the study of French. Any AATF member in good standing can nominate an administrator for this award.

The winner of this award will have demonstrated a strong commitment to international education and intercultural understanding through support for the study of languages, including French, in his or her school or school district, support for innovative curricular and extra-curricular programs which enhance the study of French, support for professional development specifically for language teachers, and support for a cross-disciplinary school- or campuswide presence for languages. The nomination file should contain the following items: (1) an abbreviated CV (2 pages maximum) outlining the candidate's education and work experience, (2) a brief description of the language program(s) in the school or district (2 pages maximum), and (3) a letter from the nominating French teacher highlighting the administrator's commitment to supporting the study of French and his or her impact on the language program(s) described. All elements of the file should focus on addressing the traits listed at the beginning of this paragraph.

Applications should be received at AATF National Headquarters no later than **December 1, 2012**. The winning administrator will receive a framed certificate for display as well as a two-week stay at one of the Concordia Language French Villages (summer 2013) to be awarded to a student in the school or district. The award includes round-trip travel for the student to Concordia. Send all application materials electronically in .pdf format to [abrater@siu.edu].



CELEBRATE NATIONAL FRENCH WEEK

NOVEMBER 8- 14, 2012



ORGANIZE A COMMUNITY CHEESE-TASTING EVENT AND ATTRACT INTEREST IN YOUR FRENCH PROGRAM

In my article which appeared in the April 2012 issue of the *National Bulletin* ("Jump-Start your French Program and Make It Vibrant and Viable with Relevant and Fun Activities for the Classroom or French Club"), I said I would be writing a series of articles to further explain some of the French class/French Club activities I had suggested. Since I received a number of questions and comments about the Cheese-Tasting event, that will be the subject of my first article.

La Soirée des Fromages is an excellent activity for National French Week (November 8-14 this year). Here is how the cheese project came about for me. In 2009 I was fortunate enough to receive an AATF National French Week Grant of \$500 for this event. I decided to do the project with my Advanced French Literature class. I created a food-in-reading unit that I called "La Littérature à travers la nourriture" and which culminated with the cheese project. In the unit we studied idiomatic expressions which contained food references (such as "il fait le poireau" and "c'est un navet"), explained proverbs with food references (i.e., "on ne fait pas d'omelette sans casser

(12) Provence-Côte d'Azur, Corse. (The following year we added a thirteenth, *la Belgique*. You could also do *la Suisse*.) The students worked in pairs researching their areas and were to give a 10- to 15-minute oral presentation in class the week before *La Soirée des Fromages*. (A PowerPoint format is effective in allowing them to show pictures of their region and its cheeses, but I stress that the PowerPoint is to show pictures or videos, not writing that they will end up reading off the screen.) The specific instructions I gave them, along with the rubrics, appear at the end of this article. We spent three days in the Media Center doing research, and then I gave them another week to get their class presentations ready (during which time we read other food-related pieces in class). Each pair was to choose a cheese (after finding out if it was available locally) to feature during *La Soirée des Fromages* and to fully explain that particular cheese during the class presentation, in addition to giving the other information they were required to include. I was totally impressed by the quality of the students' presentations. They really got into this subject, as I'm

fashion: *Nord-Pas de Calais* at the top, *Midi-Pyrénées* at the bottom, *Centre* in the middle. I made it clear to the students that their attendance for cheese night was NOT optional, and I asked them to dress nicely and to decorate their own tables with a tablecloth (I had extras for anyone who needed one), a platter for the cheese and bread, a non-sharp knife to cut the cheese, and whatever else they wanted to add to make their table attractive. (Some brought flowers, for example.) They were required to have on their table a self-standing poster with information about their featured cheese, a map of the region, plus whatever other information they chose to add. I used the grant money to buy the cheese, sparkling grape juice, bread, and paper products. Drinks and cups were on one table (French Club members who were not in the class served.) and a sheet cake decorated with a French flag (donated by a local supermarket) along with plates and forks on another. We also had a bread table where French Club members cut French bread into small slices and distributed them to the display tables as needed. Finally, I had a French Club member

I invited a lot of people, including school faculty, administrators, other French teachers from the area, the superintendent and assistant superintendents, school board members, the Chapel Hill mayor, French Club members, and the family members of the students themselves.

d'oeufs"), sang some songs which mentioned food ("J'aime la galette," "Il était une Dame Tartine"), read some stories ("Les Souhais ridicules," "Les Trois Messes basses") and poems ("Le Corbeau et le Renard," "Déjeuner du matin"), watched the movie *Merci pour le chocolat*, and read some excerpts from other works (the conversation about food from *La Cantatrice chauve* and, of course, the excerpt about "la petite Madeleine." (We ate madeleines and drank tea as we discussed that one.) Finally, we got to the actual cheese project. Obviously, you can do as much or as little of this as you like and adapt it to any level.

For the project, I divided France into 12 geographic areas: (1) Nord-Pas de Calais, Picardie; (2) Normandie; (3) Île de France, Champagne; (4) Alsace, Lorraine; (5) Bretagne, Pays de la Loire; (6) Centre; (7) Bourgogne, Franche-Comté; (8) Poitou-Charentes, Aquitaine; (9) Limousin, Auvergne; (10) Rhône-Alpes; (11) Midi-Pyrénées, Languedoc-Roussillon;

sure your students will, and I definitely learned a lot myself!

For *La Soirée des Fromages*, I invited a lot of people, including school faculty, administrators, other French teachers from the area, the superintendent and assistant superintendents, school board members, the mayor, French Club members, and the family members of the students themselves. I printed invitations and sent them out by mail as well as by e-mail. I also made flyers, and we posted them around the school and neighborhood. Of course, not all those invited showed up, but many did, including the school principal, the superintendent, an assistant superintendent, a professor from a nearby college, and two school board members. Since one of the objectives of this project was to make French and its viability and importance visible throughout the community, I was very happy with the number of attendees.

For the evening event, we arranged tables in the cafeteria in a map-of-France

at the "welcome table" where there were programs, a sign-in book, a large map of France with the twelve areas in different colors, and flowers donated by a local florist. (The program had a map of France divided into the 12 areas, what cheese from each area was being featured, and which students would be explaining that cheese, and some good questions for visitors to ask the students about their cheeses—see end of this article for a list of possible questions.) There was French music playing in the background, and at one point our school's French Singers sang a few songs which related to eating and cheese. The evening was a grand success. The students loved it, and the attendees did also. There was a great deal of positive feedback.

Here are a few keys to hosting a successful event: (1) It is significant that the students had already presented in class; so, they were very confident and really knew the material. I had told them they needed to be prepared to explain in

French (as they had done for their class presentations) or English, and they were ready to go in either language. (2) The more students involved, the better the attendance. The fact that other French Club members and French Singers participated meant that many more parents and friends came as well. (3) Contact the local newspapers, and invite lots of people! They won't all come, but they'll know that French is alive and well and a big deal at your school. (4) Remember, publicity is of utmost importance. The more visibility, the more viability for your program! Put up flyers around the school and neighborhood. After the event, make a bulletin board using pictures taken throughout the evening. (Put a student who is not presenting in charge of photography.) Make sure the school newspaper covers the event.

At this point, you might be thinking, "I didn't get an AATF grant, so how can I finance this?" We did it again the following year and used French Club fundraising money, my PTA discretionary fund, some other leftover school funds we found (the principal was very helpful because she had been so impressed by our efforts the previous year), and we put out an optional donation box for attendees to make a contribution to help cover expenses. Plus, I had a better idea how to be more economical the second year, so we ended up spending less money. (Note: The second year we added a French artist component, and students from another class studied artists from the various regions, did class presentations on their artists, chose a work from that artist that particularly moved them, and made a poster for *La Soirée des Fromages et des Artistes*. They set up their display on the same table as the cheese from their region. Again, more students involved = greater school and community interest and participation.)

I hope this information is helpful if you would like to do a similar project. Please feel free to contact me with questions you may have [kwhitham1127@yahoo.com]. I am including instructions, rubrics, and additional information that might be useful at the end of the article. If you decide to go for it, I would love to hear from you as to how it went and other comments or suggestions you might have. *Bonne chance et bonne rentrée!*

Kathleen Rhodes 🍷

North Carolina AATF Chapter
[kwhitham1127@yahoo.com]

Here are my instructions and rubric for the cheese project:

La présentation "fromage" (instructions):

Each pair will present a region of France, concentrating on the cheeses of that region. (Choose three or four important cheeses to study in detail, although you may mention and show pictures of others.) What is the origin, the history of these cheeses? What type of cheese is it (goat, cow, or sheep)? What does one eat/drink with the cheeses you are studying? Are there special occasions for which one might eat them? What interesting stories are linked to the cheeses? Is there a work of art which depicts one of the cheeses you have studied? A song? Be original! Find interesting and different facts—nothing boring! Please do a PowerPoint for the class presentation, and make a poster (big and nice-looking, of course) with pictures or drawings of your cheeses, a map of the region indicating where this region is located in France, and perhaps other pictures from the region, for *La Soirée des Fromages*. This event will take place Thursday, Nov. 19, 7:00–8:30 p.m. You MUST be there. Tuesday, Wednesday, and Thursday of next week we will go to the Media Center to do research. Presentations will take place the week of November 9.

RUBRIC:

Présentation en classe:

- Information importante et intéressante sur la région et ses fromages (30 points)
- Bien organisée, facile à comprendre, entendre, et suivre (15 points)
- Expliquée et pas lue (10 points)
- Dure 10 à 15 minutes (15 points)
- Qualité du français—vocabulaire approprié, grammaire correcte, bonne prononciation (30 points)
- PowerPoint pour la présentation en classe (30 points)
- Bibliographie (15 points)

La Soirée des Fromages:

- Apparence de votre table (10 points)
- Votre affiche (25 points)
- Vos explications (20 points)

(Note: I basically gave them all 30 "table" and "explication" points free of charge—I really didn't have spies roaming around as I told them I would, but I did get many positive comments as to how knowledgeable the students were.)

Grand Total (200 points)

Here are my instructions and rubric for the artist project we added the second year:

Vous allez faire un projet sur un artiste. Voici ce qu'il faudra faire:

Ce sera un projet oral et pictorial, pas écrit (sauf un peu sur le PowerPoint et l'affiche). Dans votre présentation en classe il faut que vous parliez un peu de la vie de l'artiste, de son style, du mou-

vement auquel il appartenait s'il appartenait à un mouvement et de son art. Montrez des exemples de ses oeuvres les plus importantes, et expliquez pourquoi elles sont importantes. Finalement, choisissez l'oeuvre que vous trouvez la plus intéressante, la plus belle ou la plus significative, et expliquez pourquoi vous avez choisi cette oeuvre-là. Écrivez l'information essentielle (sans erreurs) sur votre PowerPoint et pas plus. Trouvez les noms des oeuvres en français! N'écrivez pas ce qu'on l'appelle en anglais (comme "Starry Night") ou votre propre traduction en français. (Si vous faites vos recherches en français, vous n'aurez pas de problème avec cela.) Votre présentation doit durer 7- 8 minutes. (Il est possible de travailler avec un partenaire. Dans ce cas-là, la présentation durera 15 minutes et chaque personne choisira une oeuvre favorite à expliquer.) Pas de trop longues présentations, s'il vous plaît. Donnez l'information importante, essentielle et intéressante: quand l'artiste a vécu, ce qui a influencé son art, comment était son art, ses oeuvres importantes, votre favorite et pourquoi, et peut-être une anecdote intéressante de l'artiste ou de son art. Parlez avec un français bien prononcé et fluide, sans lire la présentation. FINALEMENT, nous allons participer à "la Soirée des Fromages" de la classe de littérature. Il faudra que vous fassiez une affiche pour ce soir-là. Vous allez être "stationné" avec quelqu'un de la classe de littérature qui a recherché une région liée à votre artiste (souvent là où il est né, mais pas toujours). Il faut être prêt à expliquer en français ou en anglais les faits importants de votre artiste et de ses oeuvres. Sur l'affiche, mettez les dates de sa vie, son lien avec la région où vous êtes stationné et ses oeuvres les plus importantes. Faites quelque chose de joli et de créatif qui attire l'oeil.

Voici comment votre note sera déterminée:

- La qualité du PowerPoint en classe—vous montrerez et expliquerez l'essentiel, et la présentation n'est ni trop courte ni trop longue! (30 points)
- la qualité de votre français—il est bien prononcé et fluide et pas lu, et les noms des oeuvres sont en français, pas traduits de l'anglais. (30 points)
- Votre affiche pour la Soirée des Fromages—elle est jolie et contient l'information essentielle. (20 points)
- Vous êtes là, bien sûr, et mes "espions" me disent que vous êtes capable d'expliquer cette information en français et que vous connaissez bien l'information au sujet de votre artiste. (20 points)

- Donnez-moi une bibliographie imprimée! (-5 sans cela.)

Here is a list of the regions with the cheese(s) featured and the artist(s) we studied for each:

Les régions qu'on a étudiées, avec les fromages qu'on a choisis et les artistes étudiés pour chacune. (Some cheeses were different the second year. We only featured one from each region per year.)

Région/Artiste(s)/Fromage(s)

- Nord-Pas de Calais, Picardie/Watteau, Matisse/Mimolette
- Normandie/Géricault, Monet/Camembert
- Île de France, Champagne/Degas, Manet, Rodin/Brie de Meaux
- Alsace, Lorraine/Bartholdi/Munster
- Bretagne, Pays de la Loire/Gauguin, Vuillard/Port-Salut, Bûcheron
- Centre/Morisot/Crottin de Chavignol, Valençay
- Bourgogne, Franche-Comté/Courbet/Délice de Bourgogne, Morbier
- Poitou-Charentes, Aquitaine/Redon/Ossau-Iraty
- Limousin, Auvergne/Renoir/Saint Nectaire, Cantal
- Rhône-Alpes/Fantin-Latour, Frères Lumière/Raclette, Tomme de Savoie
- Midi-Pyrénées, Languedoc-Roussillon/Toulouse-Lautrec, Ingres/Roquefort, Pyrénées d'Argental
- Provence-Côte d'Azur, Corse/Cézanne, Dufy/ Feuille Verte, Roquefort
- Belgique/Magritte/Limburger

Here are suggestions for questions attendees might ask students during *La Soirée des Fromages et des Artistes*. (These questions were on the programs we handed out.) I gave the lists of questions to the students before the event so they would be well prepared to answer in either language. (If you ask a question in English, expect an answer in English. If you ask in French, the answer will be in French.)

Some questions you might want to ask the students about their artists include:

1. When and where did this artist live?
2. For what type of art is he/she known?
3. Did he/she belong to any particular school? Explain this.
4. What do you like about this artist's work? Is there anything you don't particularly like? Explain.
5. Do you know any interesting anecdotes, stories, or "stranger-than-fiction" facts about the artist you studied? Tell!
6. What work of this artist do you like best or find the most interesting? Why?
7. Is there anything else about your artist

that you consider important or significant?

Here are some questions you might ask the students about their cheeses:

1. Tell me something about the region your cheese comes from.
2. This cheese is made from milk from what animal (like, goat, sheep, or cow)?
3. How long has this cheese been around? Tell me something about its history.
4. Are there any funny or interesting stories or facts having to do with this cheese?
5. Tell me how this cheese is made.
6. What should I eat or drink with this cheese?
7. What other important thing(s) would you like to tell me about this cheese / region?

SHARE YOUR SUCCESS STORY VIA THE FRENCH LANGUAGE ADVOCACY WIKI

The AATF French Language Advocacy Wiki Team is collecting stories from members about successful initiatives to recruit students or to maintain programs and degrees with a French major. By offering our collective experiences as examples, we can nurture other French programs and support our colleagues. French faculty at all levels, K-12 and higher education, are asking for suggestions to increase enrollment in their French programs and for advice on how the French major can best be marketed to administration. We will share ideas by posting these strategies and activities on the French Language Advocacy Wiki: [frenchadvocacy.wikispaces.com].

Here are some questions to consider: What has benefitted your program? Have you done outreach programs to other schools, to the local community, or to Francophone communities? Have your students engaged in service projects? Have you developed internships or virtual and physical exchange programs for students? Have you modified your curriculum or degree requirements? Have you collaborated with colleagues in other disciplines? How have you maintained visibility in your institution or community?

Please take a moment to send Margot Steinhart an e-mail about your successful initiatives. (Identify your institution, town and state, please). Your idea could also save a French program!

Margot M. Steinhart
[m-steynhart@northwestern.edu]

CALL FOR CONTRIBUTIONS TO THE AATF COMMISSION ON HIGH SCHOOLS

The AATF Commission on High Schools will be changing focus in response to requests from the AATF membership and the new direction of the French AP Language and Culture exam. The Commission is calling for contributions to a pedagogical manual centered around the three modes of communication: (1) oral and written interpersonal communication, (2) oral and written interpretive communication, and (3) oral and written presentational communication.

These three modes of communication appear in most state and national curriculum documents, but many teachers do not think of organizing their teaching around these communicative modes. The new French AP exam requires students to demonstrate their proficiency in each of the three communicative modes. However, development of these skills must start in level 1 and continue through all years of French study. A pedagogical manual with chapters devoted to each communicative mode would be very useful for teachers. The manual would include lesson plans at all levels related to six over arching themes: global challenges, science and technology, contemporary life, personal and public identities, families and communities, and beauty and aesthetics.

The pedagogical manual will be published by the AATF and will be edited by the Commission Chair Anne Jensen. Since this project is in the beginning stages, the Commission is seeking members interested in contributing to the manual and editing submitted projects. The Commission will have a meeting to discuss this project during the Chicago convention in July. Please contact Anne Jensen, High School Commission Chair, e-mail: [annejensen@att.net], for further information on this exciting project. French teachers who share with each other bring creativity and energy to our field.

Anne Jensen 
Gunn High School (CA)
[annejensen@att.net]

VISIT THE JNCL WEB SITE
www.languagepolicy.org

HIGHLIGHTS OF THE 85TH ANNUAL

The 85th annual AATF Convention was held July 5-8, 2012 at the Intercontinental Hotel on Michigan Avenue in Chicago and had as its theme, "Le Français au bord des Grands Lacs."

The AATF Executive

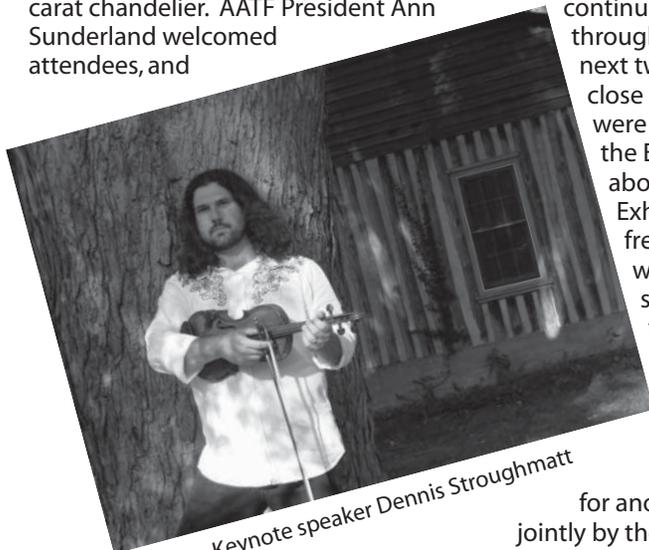
note speaker, musician and historian Dennis



AATF Executive Council

The Council spent two days deliberating and doing the Association's business before the convention began. They met on July 3-4. In addition, the second Future Leaders Fellowship Program was held on those same days under the able direction of Randa Duvick. On July 4, the Executive Council and Leadership Fellows were treated to a small reception in an upper floor lounge of the hotel with a view of the fireworks on Navy Pier, compliments of the hotel.

The convention opened officially on Wednesday, July 5, in the historic Grand Ballroom illuminated by its huge Baccarat chandelier. AATF President Ann Sunderland welcomed attendees, and



Keynote speaker Dennis Stroughmatt

then she introduced the key-

nis Stroughmatt whose rousing presentation, given in the authentic French of the Midwest, included some foot-tapping songs. After the opening *séance plénière*, more than 100 enthusiastic *congressistes* and guests attended the Welcome Luncheon. Sessions and workshops began in earnest following the luncheon and continued through-

out the next two and a half days. To close the opening day, participants were able to have a first look at the Exhibit Hall (find out more about our exhibitors on the AATF Exhibitor Web page at [www.frenchteachers.org]) during a wine and cheese reception co-sponsored by the AATF and the Cultural Service of the French Embassy. Following the exhibit opening and despite the heat, many participants headed to the *Alliance française de Chicago*

for another reception, sponsored jointly by the *Alliance* and the *Consulat général de France à Chicago*.

Day 2 was a full day of sessions, often

highlighting the theme of the convention. During the lunch break, many members participated in the eighth annual *Dictée* organized by AATF Honorary Member Marie-Simone Pavlovich, herself a finalist in *la Grande Dictée* run by Bernard Pivot. Winners were announced at the beginning of the AATF Delegate Assembly (see page 33). That evening, over 85 teachers and their guests participated in the restaurant tour, dining in three of Chicago's finest French restaurants.

Guest speakers at the convention included Felino Martínez, *Alliance française de Cuba* and AATF Honorary Member, and Jim Baker, former Historic Site Administrator for the Felix Vallé House State Historic Site in Ste. Genevieve (MO). Other special sessions and meetings included numerous exhibitor and commission sessions as well as meetings of the National French Contest Administrators and So-



Raffle winners at the Awards Banquet

ciété honoraire de français sponsors (see the complete program on the AATF Web site).

Day 3 of the convention was equally busy. On both days, immediately after the sessions were over, 35 *congressistes* braved the high temperatures and humidity to enjoy a walking tour of downtown Chicago's French architectural heritage, led by Gigi Olmstead. In addition, there were two coffee breaks in the exhibit hall, sponsored by Tralco-Lingo Fun, where lucky attendees won valuable prizes at the exhibitor raffle. The raffle was expertly organized by AATF staff member Jessica Nelson.

Each evening, under the leadership of various members of the Chicago/Northern Illinois AATF Chapter, small groups of participants were able to experience *Chicago Chez Moi*, going to local clubs or sites according to their individual interest. These opportunities were coordinated by Marnie Goodfriend.

CONVENTION IN CHICAGO

In the afternoon, the AATF Assembly of Delegates met to ratify the decisions of the Executive Council and to discuss ideas for identifying and recruiting new members. Over 70 people participated in the Awards



Members of the Local Committee

Banquet (see individual winner profiles in this issue). Following dinner, we welcomed two new honorary members (see page 6), keynote speaker Dennis Stroughmatt and Jack McCord, Director of the *Alliance française de Chicago*, honored Outstanding National French Contest Administrators, and recognized our outgoing Executive Council member, Region II Representative Abbe Guillet, who will finish her term on December 31, 2012.

Among the numerous award recipients were Jennifer Hallenbeck and Jane Evans who received the 2012 AATF Dorothy S. Ludwig Excellence in Teaching Awards (see page 22). This year, we awarded for the sixth time, the AATF CERAN Lingua Outstanding Chapter Officer Award which was received by Justin Frieman, President of the Wisconsin Chapter (see page 16).

He will enjoy a one-week stay in one of the CERAN Lingua programs. Intercultural Student Experiences again sponsored the ISE Language Matters Award which was given to Kadidia Doumbia (see page 16). Outstanding National French Administrators

Contest Administrators Kristen Necaise and Sherri Forbes Pea were also recognized. Following the awards, we enjoyed a raffle of the Eiffel Towers adorning each table and a concert of traditional and original music by our own Tennessee Bob Peckham.

Those who did not have early departures were able to take advantage of the final half-day of sessions and workshops. Following the convention, over 30 attendees

stayed to participate in the post-convention excursions to Cantigny or to the Chicago Art Institute.

We would like to thank the Local Committee, under the able leadership of Chicago/Northern Illinois Chapter President Robin Jacob, who organized and led the excursions and activities and who staffed the hospitality desk. Two of last year's Leadership Fellows

undertook leadership projects related to the convention, Ricky Baron and Marnie Goodfriend. They were joined by Jane Castle, Rosalee Gentile, and Eileen Walvoord as well as numerous other chapter members who helped at registration and hospitality. A huge thank you to the Committee as well as to our other helpers, Colin Narug, Stephen Kiley, and David Brinkman.

In short, the 420 participants were able to enjoy 131 sessions and six workshops,



Intercontinental Hotel

32 exhibit booths, two raffles, numerous guest speakers, and several unique excursions. The AATF would like to thank the staff members who helped make the convention such a success, Administrative Assistant Darla Phoenix and Jessica Nelson who helped us throughout the process of planning and running the convention as well as former staff member Amy Hanson who attended the convention and lent a helping hand. AATF staff members were aided in their work by all the members of the Executive Council, the personnel of the Intercontinental Hotel, and the representative of our AV supplier, Technology Express, technician Calvin Smith. We have worked with Technology Express for all our U.S. conventions since 2004. The set up of the exhibit hall was handled by Valley Expo, a company with which we also worked for our 2006 convention in Milwaukee. The AATF would like to thank the speakers, exhibitors, and sponsors without whom the convention could not have happened.



Baccarat chandelier in the Grand Ballroom

LE FRANÇAIS EST BIEN VIVANT DANS LE MAINE!

Le *Maine French Heritage Language Program* fête sa première année académique à Augusta et Auburn.

Les mardi 12 et mercredi 13 juin furent de belles journées pour le français dans le Maine. À Augusta et à Lewiston/Auburn, de nombreux parents, élèves, acteurs culturels, professeurs de français et amis se sont joints pour une série d'événements célébrant la fin de la première année scolaire du *Maine French Heritage Language Program*.

Depuis janvier 2012, deux écoles élémentaires d'Augusta et une école de Lewiston/Auburn offrent des cours de français périscolaires à 48 élèves âgés de 5 à 10 ans. Des cours de français? Pas que du français mais des projets pédagogiques solidement ancrés dans la culture franco-américaine du Maine et les diversités de la Francophonie du monde et des Amériques.

Le *Maine French Heritage Language Program* est le fruit d'une coopération originale entre le *French Heritage*

can Heritage Center, et reçoivent très vite l'appui du Centre de la Francophonie des Amériques.

Les six premiers mois de cette riche coopération éducative et culturelle et leur succès méritaient une célébration digne de ce nom. À Augusta, des réunions entre les partenaires ont permis d'aiguiser les perspectives et stratégies pour l'année académique 2012-2013, avec l'ouverture d'une nouvelle classe à Auburn à la rentrée, ainsi qu'un projet d'évaluation par le professeur Raymond Pelletier de l'Université du Maine à Orono. Plus tard dans la journée, le Directeur du Centre de la Francophonie des Amériques, Denis Desgagné, a pu présenter un plan stratégique pour le développement du français dans les Amériques, et Benoît Le Dévédec, Coordinateur du *French Heritage Language Program*, s'est adressé aux familles et aux élèves afin d'expliquer la philosophie éducative du programme et les autres programmes à New York et en Floride. La Présidente de

ment depuis peu des cours de français aux adultes, grâce à l'implication d'une des enseignantes du programme.

De nombreuses associations du Maine ont participé à ces événements, dont le *Club Calumet* à Augusta, la Société Saint Jean-Baptiste de Bienfaisance de Biddeford ou encore le *Community Learning Center* à Auburn.

En étroite collaboration avec le *French Heritage Language Program* à New York, l'équipe travaille désormais à consolider ses contenus d'enseignement avec une approche pédagogique thématique et par projets, s'inspirant largement des travaux déjà en cours dans les programmes de New York et de Floride. À cette fin, les coordinatrices, Chelsea Ray et Doris Bonneau, peuvent compter sur l'aide précieuse du professeur émérite français Jean-Claude Redonnet, spécialiste de la Francophonie, ainsi que sur le soutien de Julia Schulz, spécialiste de l'enseignement des langues vivantes et co-fondatrice de l'école de langues

Pas que du français mais des projets pédagogiques solidement ancrés dans la culture franco-américaine du Maine et les diversités de la Francophonie du monde et des Amériques.

Language Program du *French American Cultural Exchange* (FACE), déjà en place à New York, en Floride et à Boston, l'Université du Maine à Augusta et le *Franco-American Heritage Center* à Lewiston. Le programme du Maine bénéficie également, depuis l'automne 2011, du soutien du Centre de la Francophonie des Amériques.

À l'origine de cette initiative locale, on trouve le professeur Chelsea Ray de l'Université du Maine à Augusta et Doris Bonneau du Centre d'Héritage Franco-Américain de Lewiston. Après le succès du programme pilote «Le Soleil», qui avait proposé durant trois semaines des cours de français en immersion dans une école élémentaire d'Augusta, Chelsea Ray et Doris Bonneau furent rapidement mises en relation avec le *French Heritage Language Program*, via le service culturel du Consulat Général de France à Boston. L'idée était d'allier leurs forces afin de mettre en place un programme de français innovant qui prendrait ses racines dans le riche héritage culturel franco-américain du Maine. L'équipe ainsi constituée s'est attelée à la tâche de développer deux programmes de français périscolaires à Augusta et Lewiston/Auburn, en partenariat avec l'Université du Maine à Augusta et le *Franco-Ameri-*

l'Université du Maine à Augusta, Allyson Hughes Handley, a exprimé la volonté de l'université d'intensifier son rôle auprès de la communauté locale et a adressé ses plus chers remerciements à tous les partenaires, en présence du Consul de France à Boston, Monsieur Christophe Guilhou. La journée s'est conclue par un grand buffet avec les nombreuses familles participant au programme ainsi qu'un spectacle de première qualité donné par la chorale «Deux Rives» venue du Canada.

À Lewiston, le Centre d'Héritage Franco-Américain avait également invité de nombreux amis et partenaires du programme, offrant un déjeuner de travail, une présentation officielle et des tables rondes pour discuter des améliorations pouvant enrichir la présence du français dans la région. Le Président du Centre, Raymond Lagueux, et la Directrice, Rita Dubé, ont manifesté leur fort soutien du programme et leur volonté de continuer à l'accompagner dans son développement. La directrice de *Bangor Savings* Christine Bosse a présenté ses félicitations aux participants. La banque est le dernier en date de nos sponsors officiels venus en soutien du programme pour les deux prochaines années. Le Centre, qui étend son rôle pédagogique, offre égale-

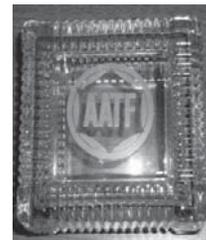
Penobscot School.

La mission du *Maine French Heritage Language Program* est d'enseigner le français en contexte culturel, celui du français du Maine, tout en instillant un sens fort de la Francophonie dans le monde et de développer ainsi chez les plus jeunes des compétences bilingues au service de la réussite scolaire.

Chelsea Ray, President
Maine AATF Chapter
[chelsea.d.ray@maine.edu]

AATF GLASS DISH

The AATF now has available a limited number of glass candy dishes (4" x 2") with the AATF logo engraved on the lid. These dishes make perfect gifts for students and colleagues. \$12 cost includes shipping and handling. To order, contact National Headquarters at AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.



CLASSROOM ACTIVITY

This activity is appropriate for advanced-level high school students, especially AP or IB, or for college and university students. It consists of an introduction in English about the life and work of Gaspard de Chaussegros de Léry for the teacher to read and present to the class or for students to read on their own. It includes a lesson plan, notes, and a bibliography. Readings in French and other related materials are located on the AATF Web site [www.frenchteachers.org/bulletin/activities]. -J.B.G.

BIG SHOES, BIG HEART: GASPARD CHAUSSEGROS DE LÉRY

Gaspard Chaussegros de Léry (1682-1756) is honored in Quebec as its first influential Chief Engineer and Architect. The correspondence of Chaussegros de Léry, king's architect/engineer in 18th-century Quebec, depicts a man deeply committed to his career, his family, and New France. As literature, Chaussegros' descriptions mirror and persuasively defend the value and beauty of New France to somewhat disinterested French officials. Culturally, they contain much sociological data about private and political life. Historically, they reveal complex interrelationships and procedures among various components of society: Jesuits, *Récollets*, Governors, and *Intendants*. Chaussegros' letters are similar in impact to 18th-century Quebec as those of Mme de Sévigné to 17th-century France. This article sets the historical context, gives a brief biography of Chaussegros, explains the importance of his correspondence to 18th-century New France, and provides an intermediate/advanced lesson plan for the classroom based on slightly modified excerpts from his actual correspondence.

Eighteenth-century Quebec (called New France at the time) was a struggling French colony. It was perceived by France as a financial drain on its treasury. The fur trade began to wind down in economic importance, and New France was seeking other sources of revenue. New France was also engaged in frequent military skirmishes with the American colonies over the New England boundary. A fairly detailed social structure had emerged. *Seigneurs* were the New France aristocrats, and their status was based on owning land, not on their genealogical pedigree as in France. The *voyageurs* were licensed by the French government to trade with the Amerindians for furs, whereas the *coureurs de bois* were not. Yet both traveled the Canadian forests at will, frequently starting families with Amerindian women and producing mixed race offspring called *métis*. Certain native tribes were allied with the French, such as the Hurons, the Abenakis, and the Micmacs, but the Iroquois were allied with the British. Indentured servants, the *engagés*, worked the land for three years in exchange for room and board. Furthermore, a merchant class had also

emerged; it was similar to the *haute bourgeoisie* in France. Many French soldiers had been deployed to New France to keep the peace and to work on creating and maintaining the colony's infrastructure—projects being implemented by Chaussegros. Finally, there were several groups of religious missionaries: Jesuits, *Récollets* (affiliated with the Franciscans), and Sulpicians, for example. Despite the numerous components of society and their varied activities, New France was chronically impoverished and quite dependent on the homeland.

Chaussegros de Léry came from a family of distinguished soldiers and military engineers.¹ His father designed and built the fortifications of Toulon, France (3). Chaussegros, the son, distinguished himself on the field of battle at the siege of Turin in 1706 where he was wounded (3). In addition, he wrote a massive volume entitled *Traité de fortification divisé en huit livres*, completed in 1714, consisting of over 400 pages and 132 meticulously hand-drawn illustrations (*Traité* 1).

When Chaussegros de Léry was sent to Quebec in 1716 as the King's Engineer and Architect, he was instructed to draw blueprints and maps of the existing fortifications and to propose what remained to be done. He was also to draft a proposal for building a protective stone wall around the perimeter of Montreal (4). He stayed in New France for one year and then returned to France at the end of the summer of 1717 with his drawings and construction plans (4). In order to stay in New France permanently with his Canadian wife, whom he had married in 1717, he used his family ties and the aristocratic power of the Duke de Penthièvre to pressure the court to permit him to do so (4-5). Chaussegros de Léry returned again to New France in the spring of 1719, and he remained there until his death in 1756, functioning as Quebec's Chief Engineer and Architect (5).

The number of maps that Chaussegros drafted and projects that he proposed or worked on is enormous. According to Pierre-Georges Roy,

Toutes les fortifications militaires, les forts, les édifices publics de la colonie, de 1716 à 1751, furent

faits d'après ses plans et sous sa direction. Citons parmi ses constructions ou ses réparations: les fortifications de Québec, l'enceinte de Montréal, le fort de Chambly, le Château Saint-Louis de Québec, le fort de Niagara, le fort de la Pointe à la Chevelure, etc., etc. (5).

Charrois adds, "l'ingénieure [...] doit être tout à la fois militaire et maître de guerre, arpenteur, dessinateur, cartographe, architecte, urbaniste et administrateur" (Donovan 128). Obviously, Chaussegros was skilled in many fields of work.

After the great fire in Montreal of 1721 when 138 houses were destroyed, Chaussegros de Léry proposed solutions in order to protect the village from suffering another such catastrophe. (Roy, *Les Petites choses de notre histoire* 110.) Based upon his recommendations, an ordinance was passed that in the future, all houses must be built of stone rather than wood, and all roofs must be covered with tile or slate rather than with combustible shingles (Roy, *Les Petites choses de notre histoire* 110-11.) Moreover, Chaussegros de Léry was instrumental in the establishment and maintenance of the *Forges de Saint-Maurice* (5). He received the title of *capitaine* in 1720 (Chaussegros de Léry, *Inventaire des papiers de Léry* 1:53). In 1741, he was awarded the Cross of the Order of Saint-Louis (5).

Chaussegros de Léry was well known and well respected, at least at the beginning of his career, on both sides of the Atlantic, with the exception of a few of the other French aristocrats who had been assigned to work in New France. Since Chaussegros de Léry had a high social standing, he took upon himself the privilege of communicating with and receiving orders directly from the Minister of the Navy in France, rather than from the governors² and the *intendants*³ in New France (6). Because of Chaussegros' "hotline" to the French court, the normal channels of communication through the hierarchy of command were bypassed which was one of the main causes for the tensions that seethed continually between Chaussegros and the Vaudreuil/Bégon regime. However, toward the end of his life, he no longer had high connec-

tions at court because of his supporters' deaths and, therefore, he no longer had protection. Furthermore, Chaussegros de Léry had lost the confidence of the court due to seemingly endless delays and unfinished projects. Moreover, "On two occasions at least, the minister suspected Chaussegros of collusion with contractors for personal profit [...] and ordered investigations, but nothing was proved" (Thorpe, "Chaussegros de Léry" 2). Finally, in 1752, the court sent the engineer Franquet to Quebec to inspect Chaussegros de Léry's work which was undoubtedly a public humiliation for him (Thorpe, "Chaussegros De Léry" 2).

Chaussegros de Léry married Marie-Renée Le Gardeur de Beauvais on October 13, 1717 (6). They had eleven children and, thus, became the progenitors of a virtual Canadian dynasty. Their second child, Joseph-Gaspard (1721-1797) was the son who continued his father's legacy (7). Joseph-Gaspard was named *sous-ingénieur* under his father from 1739 until 1749. He also distinguished himself several times on the battlefield, including during combat in the Louisiana Colony in 1739.

In the end, Gaspard Chaussegros de Léry passed away in 1756, just three years before New France's capitulation to the British in 1759 on the Plains of Abraham. At this critical moment in Canadian history, the fortifications were still not finished. Even so, since other engineers had begun building the fortifications before him, not all the blame for the Conquest can be laid at Chaussegros's feet.

Chaussegros's 18th-century correspondence mirrors the importance of Mme de Sévigné's 17th-century letters in the following ways, to list just a few:

1. Both writers enjoyed high positions in the French court—both were aristocrats.
2. Both revealed sociological or cultural information in their respective societies. For example, Mme de Sévigné wrote of an encounter with Louis XIV, of the arrest and trial of Fouquet, and of many details of the inner workings of the Sun King's court. Chaussegros' correspondence also reveals how the government functioned in New France—specifically, the Governor General's and the *Intendant's* roles in how the money was spent, the military structure, the unreasonable demands sometimes made by religious orders, and more.
3. Both suffered unfavorable written portraits painted by contemporaries.
4. Both were skilled, articulate writers. Virginia R. Donovan

University of Wisconsin-Superior
[vdonovan@uwsuper.edu]

LESSON PLAN

OBJECTIVES:

1. Students will recognize and practice using the subjunctive. Addresses communication standard.
2. Students will become acquainted with Chaussegros, an important historical figure, the "Father of Quebec Urban Design." Addresses culture standard.
3. Students will be able to explain multiple perspectives of Quebec history and culture. Addresses comparisons standard.

METHOD:

1. Divide students into pairs. Give each student a copy of the subjunctive grammar explanation sheet. Explain the formation of the subjunctive. Do activities together in class to reinforce the use of the subjunctive.
2. Make a brief presentation on Chaussegros' biography and historical/cultural circumstances in Quebec during the 18th century.
3. Pass out copies of the Chaussegros excerpts to three groups of students. Have students work together in partners to write the correct subjunctive form in the blanks. Ask each pair to spell their verbs to the class. Write the subjunctive verbs on board.
4. Ask students to identify new vocabulary words and look up the definitions on in-class computers. This component of the lesson plan could be assigned as homework the night before.
5. With students still in three groups, pass out Chaussegros questions to students—all members of a group receive questions which match their excerpts. Read excerpts in class in groups. Have students report the content of their excerpt of Chaussegros's correspondence. To help students understand the content, assign students to answer the questions and to report the answers to their classmates in class. Have students point out anything surprising or any irony they may have found in their excerpt.
6. Engage class in a discussion of the *Questions générales* to provide relevance and reinforce connections and comparisons.

Note: Readings, activities, and supplementary material for the classroom can be found on the AATF Web site at [www.

frenchteachers.org/bulletin/activities].

NOTES

- ¹ The biographical narrative is adapted from the doctoral dissertation of Virginia R. Donovan. Used with permission. Unless otherwise noted, the historical facts are taken from Pierre-Georges Roy's, *La Famille Chaussegros de Léry* to which the page numbers refer. Roy was the chief archivist for decades at the Archives of Quebec.
- ² Philippe de Rigaud, Marquis De Vaudreuil, Governor from 1703–1725 Charles de Boische, Marquis De Beauharnois, Governor from 1726–1747 Roland-M. Barrin, Count De La Galissonnière, Governor from 1748–1749 J.-P. De Taffanel, Marquis De Jonquière, Governor from 1749–1752 Ange Duquesne, Marquis De Menneville, Governor from 1752–1755
- ³ Michel Bégon, *Intendant* from 1712–1726 Claude-Thomas Dupuy, *Intendant* from 1726–1728 Gilles Hocquart, *Intendant* from 1729–1744 François Bigot, *Intendant* from 1745–1760

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Les cubes

Les ciseaux can be a challenge for young language learners, but this cube works well even with first graders since exact cutting doesn't matter much. Use any cube pattern you have or enlarge the design below to fit a full page. This pattern is set for colors, but erase the vocabulary given and cut-and-paste numbers, images, questions, or any vocabulary you wish to drill on the faces in place of the colors. Print on card stock for best results. Cut around outside solid lines (keeping half-circle tabs for taping). Color, write, or decorate **before** folding. Fold on dotted lines and secure with tape.

YOUNGEST LEARNERS: For my first graders, colors are the most delightful vocabulary to learn. A six-sided cube provides *un dé* for multiple games. Dice with colors can be purchased, of course, but students have more fun making their own.

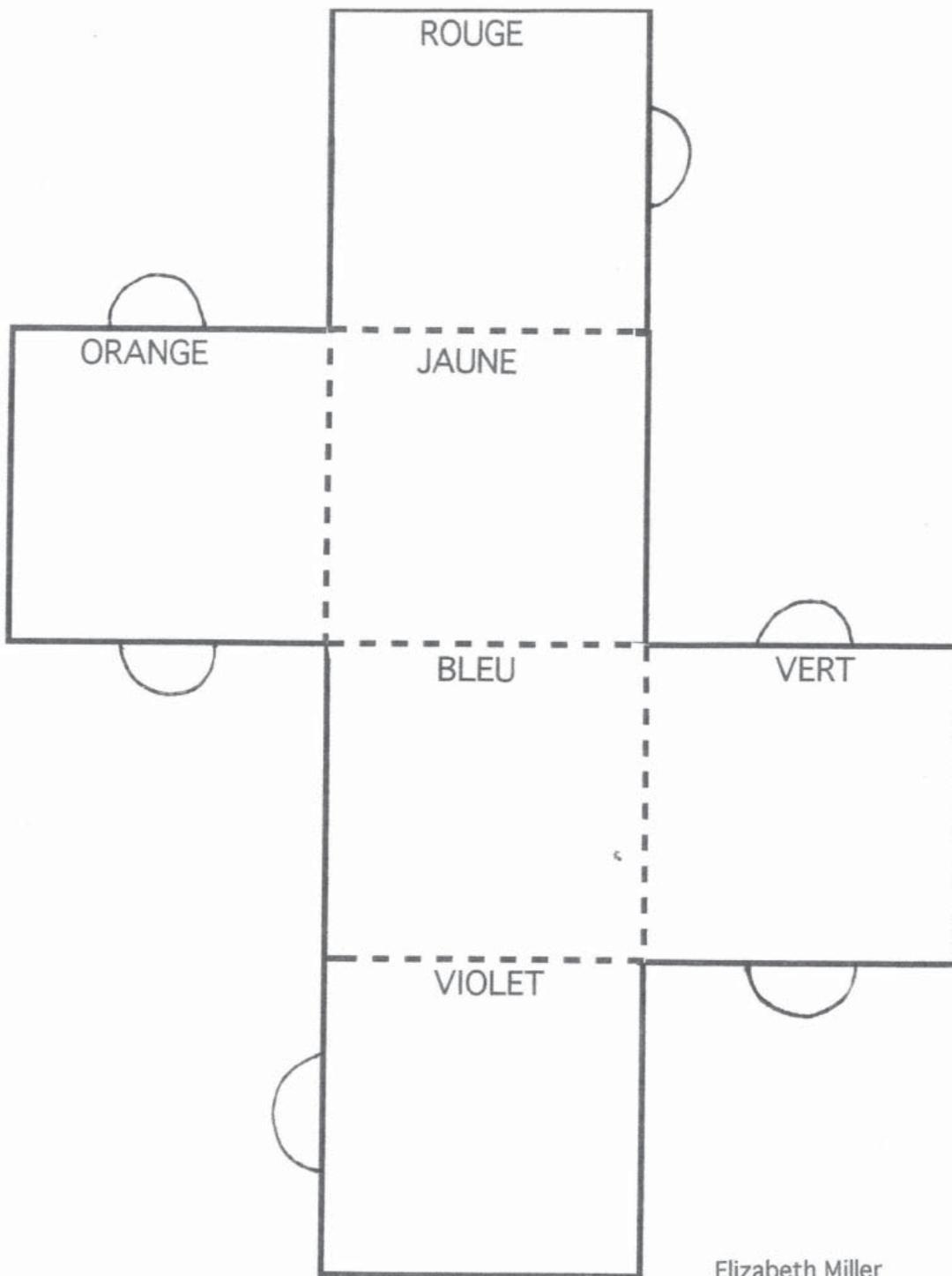
After practicing the vocabulary (here, colors) by rolling the cube and identifying the top face, choose one student to be the teacher and roll *un dé*. Everyone rolls trying to match the master color. Use *À vos marques! Prêts! Feu!* (Ready - Set- Go) before each roll. Those whose color matches the original stay in the game until only one student remains. To practice orally, have the eliminated student (or the class chorally) announce the color. *J'ai le rouge. J'ai le jaune.* As the students become more comfortable with the vocabulary, divide into pairs and have one student roll and declare its color, and then the partner has three tries to match the color.

OLDER STUDENTS: Use the cube to review numbers (dictate to drill the more difficult ones: *treize, quatorze, quinze, vingt et un, quatre-vingts*). In pairs, roll cubes and higher number wins. If the same, they must both shout *égalité!* Make it more challenging by rolling the cubes to do a math problem: *trois et vingt et un font vingt-quatre.*

The cube design works nicely to review basic questions at the beginning of the year. The teacher can write them on the cube faces before printing or have the students write them. **EXEMPLES:** *Quel âge as-tu? Tu t'appelles comment? Quelle est la date aujourd'hui?* JEOPARDY VERSION: Write the responses on the cube, and, working in pairs, students must provide the appropriate question. Clip-art and most textbooks provide wonderful pictures that can be copied and pasted on the cube faces as well to drill vocabulary you are working on in class. What games can you think of with cubes?

VOCABULAIRE: A huge MERCI BEAUCOUP to Ghislaine Di Biasi-Hess who took the trouble to send me a note about "post-its" which I have mentioned often in this column for classroom games. Like *le scotch (le ruban adhésif)* the use of the brand name (*la marque*) has eclipsed the proper term. The official term, however, is so *pittoresque* I want to be sure to use it with my students: *un papillon!* I love it! Merci, Ghislaine!

LES CHANSONS: Susan Laffitte from Mariner High School has suggested a song with a catchy tune for learning geography: *Les Frites de Bruxelles* available to download for 89 cents from Amazon.com. Merci, Susan! I would love to share your students' favorite songs in a future Salut les jeunes. Send title, lyrics if you can, website or You-tube if it exists to: mmemiller@aol.com.



Elizabeth Miller
Crystal Springs Uplands School
Hillsborough, California

We invite FLES* and middle school teachers to share ideas, classroom gimmicks, games for oral interaction, National French Week activities, and successful lessons with other AATF members. Join the teacher network! Send your ideas to Elizabeth Miller, 74 Tuscaloosa Avenue, Atherton, CA 94027; E-mail: mmemiller@aol.com.

2012 NATIONAL FRENCH WEEK CONTESTS

The theme for 2012 is "*Avec le français tout est possible/With French Everything is Possible.*"

ESSAY CONTEST

Deadline: Received by **November 15, 2012.**

Submit: All essays must be submitted by e-mail to [essays@frenchteachers.org]

Guidelines: Each entry must be the original work of a current French student whose teacher is an AATF member for 2012. No group entries. There is a limit of five entries per school. Essays must be written in English. The student's name, grade, level of French, school, school address and telephone number, teacher's full name, e-mail address, and AATF chapter name must be written at the beginning of the essay. Submissions with incomplete information will not be judged. The required essay lengths, by division, are:

- Grades 3-5: Maximum 150 words;
- Grades 6-8: Maximum 250 words
- Grades 9-12: Maximum 350 words
- College: Maximum 500 words

Judging Criteria: Relevance to the theme, originality, written expression. All essays become the property of the

AATF and may be used in AATF publications or materials. All participants in the AATF Essay and Video/Animation Contests will receive certificates. A student may enter both contests. First, second, and third place winners of each division will receive prizes to be announced.

VIDEO/ANIMATION CONTEST

Deadline: Received by **November 15, 2012.**

Rationale: The AATF Executive Council decided that teachers at the middle school and high school would appreciate an activity that students could work on during National French Week (November 8-14, 2012). Since many students create their own videos and blogs, the Council thought that this contest would bring in students and teachers who are interested in technology. See National French Week link on AATF Web site for instructions regarding format and how to upload the video/animation. Entries should be created using glogster or animoto. Teachers should choose the free educator subscription or have students set up their own accounts.

Guidelines: The video/animation must relate to the contest theme. Minimum length 30 seconds. Maximum length: 2 minutes. No copyrighted figures (ie. Snoopy, Astérix) accepted. Each entry must be the original work of a current French student or group of students whose teacher is an AATF member for 2012. There is a limit of five entries per school. The video/animation must include the names of the school, French teacher, and students who contributed to the project.

Competition divisions: (1) Intermediate: Grades 6-8, and (2) Secondary: Grades 9-12

Judging Criteria: Visual impact, relevance to the theme, and originality.

All videos become the property of the AATF and may be used in AATF publications or materials. All participants in the video competition will receive certificates. The winning videos will be posted on the AATF Web site. First, second, and third place winners of each division will receive prizes.

Go to [www.frenchteachers.org/nfw/contests.htm] for complete instructions.

SPEAKING PROMPTS USED TO INTRODUCE HAITIAN ART

Last semester, I began using original Haitian works of art as speaking prompts in my French classes at Cazenovia College (NY). While looking at original paintings that were made by Haitian artists shortly after the earthquake, students were asked to tell their partners what they saw in the painting, describe the colors, and tell how the painting made them feel. They were also asked to guess the country of origin of the painting.

In addition to using original oil paintings of post-earthquake Haiti, I have also used art work from Haitian artist, Ronel Louis-Jean, as a speaking prompt. Ronel is deaf and earns his living in northern Haiti by selling notecards and prints of his paintings. His work depicts daily life in rural Haiti and thus offers a wonderful opportunity for students to describe what they see in the notecards and

prints, such as, young girls carrying water from the well, men cutting bunches of bananas with a machete, or women washing clothes in the river and drying them on cactus hedges. Ronel's prints and notecards are very reasonable and teachers can purchase a variety pack of cards to use as speaking prompts. Students can be asked to tell a story in the past or future based on the image. If anyone is interested in using Ronel's cards or prints as speaking prompts, please contact Georgette Schmidt at [gschmidt@twcny.rr.com].

You will be supporting a Haitian artist, Ronel Louis-Jean, and opening the door to the beautiful Haitian rural culture for your students.

Georgette Schmidt ✿
Cazenovia College (NY)
[gschmidt@twcny.rr.com]



AATF/CONCORDIA LANGUAGE VILLAGES/FRENCH EMBASSY ADMINISTRATOR OF THE YEAR

Lisa Griebel has been the principal of Federal Way High School (WA) since 2006. When Ms. Griebel became principal, there were only three language teachers and two languages, ASL and Spanish. She advocated for more advanced and enriching program offerings, and the Cambridge program (a rigorous college-prep program from England) was adopted. In order to be competitive with other schools in the district, Ms. Griebel knew that the school needed to offer not just French but Cambridge French for accelerated study.



The school restarted its French program after a five-year absence. Five years later, the World Languages Department has expanded to include six teachers, including two full-time French teachers.

In addition to starting and encouraging French at Federal Way High School, Ms. Griebel also ensured that teachers had access to the most recent and research-based teaching methods and curriculum. She encouraged them to find programs that built fluency and went beyond conjugation and memorization. Teachers started using the AIM pro-

gram, a Canadian-based program which encourages immersion and early fluency.

To support Cambridge and the AIM program, Lisa provided funding for training as well as materials.

Lisa Griebel is an outstanding administrator who offers an environment where the World Languages Department at Federal Way High flourishes.

As part of Ms. Griebel's award Maria Gonzalez, a junior at Federal Way High School, has been awarded a two-week stay

at Concordia Language Villages. She has been in Cambridge French for three years and plans on using French toward her Cambridge diploma. She has plans to live in France during her gap year as an au pair. She was nominated by AATF member Meghan Schumacher.



CONCORDIA LANGUAGE VILLAGES
A program of Concordia College, Moorhead, Minnesota USA



AATF EXCELLENCE IN FRENCH AWARD

The AATF has established a new award to recognize French students at all levels. This will allow teachers to reward students in each year of French study or multiple students in a given class. It will also allow teachers at the elementary or middle school levels or in community colleges to recognize their students. The AATF Outstanding Senior in French Award (see Web site or November issue) is still available for one exceptional senior student each year at the high school or university level. Nominations must be made by a current AATF member.

To qualify for the award, a student must:

- have demonstrated excellence in the study of French;
- be currently enrolled in French;
- have demonstrated commitment to the study of French by participating

in extracurricular activities related to French which may include but are not limited to the *Grand Concours*, study abroad, National French Week activities, or French Club, Pi Delta Phi, tutoring;

- be a non-native speaker of French;
- be nominated by an AATF member.

Students will receive a certificate acknowledging their award and a press release to distribute to local media; and a congratulatory letter will be sent to the principal or dean. The registration fee for the award is \$25. For an additional \$10 fee, students can also receive an *Armes de Paris* medal.

There is no deadline for this award. The nomination form is posted on the AATF Web site. Nominations can also be made through the On-line Store.

CONGRÈS DE LA FIPF

Marie-Christine Koop, présidente honoraire de l'AATF, a représenté notre association au congrès de la Fédération internationale des professeurs de français (FIPF) à laquelle nous sommes affiliés.

Le congrès s'est déroulé du 23 au 27 juillet dernier à Durban, en Afrique du Sud, très belle ville au bord de l'Océan indien. 800 congressistes venus du monde entier ont participé à cette manifestation qui a eu lieu au moment du Festival international du film de Durban où les films français étaient à l'honneur.

Parmi les personnalités qui sont intervenues lors de la séance plénière figurait Madame Yamina Benguigui, ministre française déléguée à la Francophonie.

De nombreux ateliers et communications étaient au programme, ainsi que des concerts par des artistes africains, des réceptions et un dîner de gala.

Une journée entière était consacrée à des excursions qui comprenaient, entre autres, un safari et la visite d'un village zoulou en français. À la fin du congrès, les représentants des associations ont participé aux élections et Monsieur Jean-Pierre Cuq a été réélu président pour un deuxième mandat (2012-2016).

Le prochain congrès de la FIPF se tiendra à Liège, en Belgique, du 14 au 21 juillet 2016 afin de célébrer les fêtes nationales française et belge. On se souviendra que le même comité local y avait accueilli notre congrès de l'AATF en 2008.

Tout membre de l'AATF est automatiquement affilié à la FIPF et peut bénéficier de tous les avantages offerts par cette fédération qui se compose de 186 associations réparties dans 140 pays différents et rassemblant près de 80 000 professeurs de français [www.fipf.org]. La FIPF est divisée en huit commissions et l'AATF fait partie de la Commission Amérique du Nord.

Parmi les nombreuses initiatives de la FIPF on peut citer les publications (*Le Français Dans le Monde, Francophonies du Sud, Recherches et Applications, Dialogues et Cultures, Échanges*, francparler.org, actes des congrès) et le projet *ilivri*, en collaboration avec la Bibliothèque nationale de France (BNF), qui a pour objectif de constituer la plus grande bibliothèque numérique de la littérature française en accès libre. À cet effet, la FIPF recherche des contributeurs pour participer au projet [cflm.fipf.org/actualite/participez-laventure-de-la-bibliotheque-numerique-dilivri]. Vous êtes donc toutes et tous invité(e)s à participer aux activités de la FIPF.

TECHNOLOGY COMMISSION REPORT

USING NEW MEDIA AND WEB 2.0 TOOLS TO ELICIT CREATIVITY AND WRITING PROFICIENCY, AND SHOWCASE OUR STUDENTS' WORK

Students can be more intimidated by the prospect of writing in a foreign language than of speaking it. Generally, learning to write effectively, correctly, and in a meaningful way is not an easy task even in one's native tongue. Writing effectively for academic or other purposes requires having time to think about what to write, assessing the audience, developing drafts, selecting strategies and styles, and revising often before arriving at a finished piece. When asked to write in another language, students confront not only the general complexities of the writing process but also the stress of making sense in a language other than their own. Teaching writing, not simply assigning it, is committing to show our students ways to overcome possible fears to write in the L2, discover that they can express many important thoughts at various levels of proficiency, build their confidence, to help them develop coherent and interesting pieces, improve grammar, learn

to cover curricula and move students forward in their study of languages, we need to give them first a chance to practice in correction-free, grade-free, and collaborative environments where they are allowed to discover what they communicate through L2 writing.

By providing non-intimidating writing spaces, or sandboxes, within which students can "play" with the language, we free them of the worry of being corrected or graded, encourage them to try, and open the door to various collaborative environments where they can communicate with other language learners in their own classroom, in other classrooms, and reach beyond their familiar environment towards diverse communities of learners.

New technology allows us to select many different ways to develop students' writing skills. Communication tools such as basic e-mails and short posts in Twitter are simple asynchronous options to encourage our students to practice

opportunity to chime in. A class social networking page with, for example, Facebook or Edmodo, becomes a practical vehicle to share information about homework, chapter themes, culture items, or brag about students' accomplishments, progress on team projects, study abroad experiences, and so much more. These posts can be longer than tweets and thus give students a large practice space.

Teachers who use a course management system such as Blackboard, Web CT, or eCollege can activate Threaded Discussions to follow up on a class discussion or pose a question and invite reflections. Often, at the beginning of a semester, sometimes before our first class meeting, I ask students to post a self-portrait in the Threaded Discussion. They read about their peers, post their information, and have to respond to one or two posts to show their interest. I post information about me as well and model what I ask them to do by

The use of Web 2.0 tools such as chats, discussion threads, Twitter, Facebook, and Google Docs, gives language learners a variety of platforms where they can "experiment" with writing, be creative, gain confidence, and learn to like writing in the L2.

new vocabulary, and even develop their writing style. Teachers will spend a substantial number of hours guiding their students and reading multiple drafts to help them make sense, use correct vocabulary and grammar, and find the appropriate style to express ideas.

New technology is changing the teaching of second and foreign language writing and our students' abilities to develop writing competence. The use of Web 2.0 tools such as chats, discussion threads, Twitter, Facebook, and Google Docs, gives language learners a variety of platforms where they can "experiment" with writing, be creative, gain confidence, and learn to like writing in the L2.

As language teachers, we must address the challenge of bringing our students to writing competence and strive to design creative assignments that not only measure their abilities to compose with the written word and accurate grammar in the L2 but also provide different vehicles for them to showcase what they can achieve with their current knowledge of the language. Although we are all racing through every semester

their skills in a less academic environment. Students are already comfortable with these tools, so using them to communicate in a foreign language will not require any learning curve.

With e-mails students naturally begin to copy formulas for greetings, closings, or requesting information that they observe in our e-mail communications with them, and thus, become familiar with rules of netiquette. Simple e-mails to ask if they have had a good weekend, to welcome them back after vacation, or to provide classroom information will prompt them to respond in the L2. A Twitter¹ account is an easy way to create a classroom community where students post general information about themselves. But we can also channel their attention toward specific explorations. For example, students could post about events they hear about pertaining to the target culture they are studying. The limited number of characters (140) per tweet can actually be a boost of confidence for students who are tentative about writing in the L2 and see a risk-free

responding to a few posts. Again, this is not a graded assignment, only a relaxed virtual meet-and-greet opportunity, but when I respond to their posts, particularly if there were language problems, I can model correct usage and grammar. Threaded discussions will work better with intermediate to advanced learners because they can say more in the L2, but it is worth trying with first-year students. If Threaded Discussions become a regular component in a class, students have time to improve their written communication skills and become more engaged in exchanging ideas and communicating longer messages within an on-line community of L2 learners. In a Threaded Discussion, we can elicit opinions about an aspect of the target culture, invite students to introduce themselves at the beginning of the year, and even encourage questions about the grammar lesson in a given chapter or before an exam.

Finally, chats can also serve as sandboxes for non-intimidating language practice. Synchronous chats within a course management system might work best for more advanced learners, but less

confident ones can still chime in or at least read what others are posting. When it is not possible to find conversation partners within our communities, Livemocha provides an option to facilitate communication in real time with native speakers or L2 learners from around the world. Monitored live chatting in a language lab help students practice writing first but can turn to speaking practice when students are ready to activate the video chat.

We can incorporate in a classroom routine any number of these simple eCommunication tools and observe how students function within them, letting go of the urge to grade in order to give them the freedom to be creative in the L2.

Once students become more comfortable writing in the target language and more importantly, begin to like it, we may introduce them to a larger practice sandbox with Google Docs with a clear academic purpose. In this synchronous, collaborative space students learn to work together to write paragraphs, compositions, even stories in the L2. We may start a writing assignment in class and assign homework in Google Docs. We may post a paragraph in progress or ask a student to volunteer one. Google Docs is a unique practice platform that can be used in a language lab setting or elsewhere and can give a group of students the ability to propose revisions to a document. Revisions are saved automatically and can be seen by all participants. Editing in Google Docs is particularly easy since multiple peer reviewers and editors are available to help one person or a group author or co-author a text. In Google Docs, students learn to develop content and help each other focus on vocabulary and grammar uses.

In their article "Collaborative Writing Among Second Language Learners in Academic Web-Based Projects," Kessler, Bikowski, and Boggs (2012) sum up some of the benefits of Google Docs:

Thus, this study shows that students focus more on meaning than on form, but that when they do focus on form, they make correct more often than incorrect changes. They also demonstrate attention to process by assisting each other through collective scaffolding. The tool allowed the researchers to observe the students as they collaborated through the fluid process of planning, writing, revising/editing, and formatting. As they aid each other in edits and idea development, they demonstrate the willingness

and ability to work together in the writing process. (14)

For the creative writers, Storybird provides a Web-based storytelling platform where students write stories. Students choose topics and ready-to-use images from a bank of previously-published stories and create their own. The free features of Storybird allow teachers to sign in an entire class and give all students a chance to author or co-author a story. They can start a draft and work on that draft until they are ready to publish their stories on the Web. Storybird helps students write and illustrate stories in foreign languages and make them available on the Web for free to anyone. The service aspect of this activity is also rewarding since we actually contribute new reading selections to a Web library of books written in various languages.

help create basic free blogs (upgrades are available for a fee) where students can showcase their class work or post original material for the benefit of their peers or parents. Last year, I started a blog for all my students, in different classes, to give them the opportunity to share their work and start communicating with their peers. Some students volunteer immediately and post their work on the blog, while others prefer to look at what their peers have contributed until they are comfortable with the new media. Since the blog addresses students in different classes and displays a variety of projects for different purposes, I have created separate pages to help visitors navigate the site. The screen shot provided here shows different pages for different galleries of student works. A blog is an appealing way to share students'

Le Bavard

AU SUJET DE CE SITE COMMENTAIRES SUR SUJETS DIVERS LES NOUVELLES

QUELQUES INTERPRÉTATIONS DE TEXTES LITTÉRAIRES

PROJETS CULTURELS-FILMS-TROISIÈME SEMESTRE

PROJET VIDÉO DE TROISIÈME ANNÉE- REFLETS DES ÉVÉNEMENTS CULTURELS

RÉCENTS

INTRODUCTION



projets-culturels-films-troisieme-semester/

Our intermediate and advanced learners will produce creative individual or team projects with iMovie and Movie-Maker. I encourage students to use these tools for culture-based research projects because they allow them to incorporate writing, speaking, and cultural exploration, and provide a more interesting delivery than a traditional oral report. Students can create short feature films, construct visual arguments, or make a montage of images and narratives about their real or virtual Study Abroad experiences. An example of film assignments is available in the AATF Technology Commission Idea of the Month column from April 2010.

Finally, when our students have been able to elevate their writing competence from simple and short messages to more engaged and creative work, we might turn to Wordpress.com. Wordpress can

work with colleagues and inspire them to use new technology and new media. It is also an effective and easily-accessible resource for administrators who can see what students can do with their foreign language skills. Teachers can choose to keep the blog space private while students get used to developing their Web presence, then, go public once they are comfortable with the new environment.

Blogs break down the boundaries of the physical classroom and make it possible for students to meet up virtually with their peers at the same school but in different classes in a communal space where language learning continues through free writing opportunities. Typically, once the site is public, students' pride in their work is activated, and they become more interested in revising and editing their classroom projects before posting, thus improving form and con-

tent.

Teaching and instilling L2 writing competence might just be one of our greatest challenges, but technology offers exciting new tools that give students different ways to practice and become competent in writing, energize foreign language teaching and learning as a whole, and tap into real world Web-based communicative environments.

Marie Schein
Texas Christian University
[mmschein1@gmail.com]

Works Cited

- ¹ Kessler Greg, Bikowski, D. & and J. Boggs. "Collaborative Writing Among Learners in Academic Web-Based Projects." *Language Learning Technology*, 16.1 (2012), 91-109.

Free On-line Resources That Support Writing Practice

Wordpress [www.Wordpress.com]
Livemocha [www.Livemocha.com]
Storybird [www.Storybird.com]
iMovie
[www.apple.com/support/imovie]
iMovie App. For iPhone 4
Twitter [twitter.com]

Scholarly Publications in the Field

The Journal of Second Language Writing: An International Journal on second and foreign language writing and writing instruction
Language Learning Technology
Kessler, G, Oskoz, A. and Elola, I (Eds.)
Technology Across Writing Contexts And Tasks. CALICO Monograph Series (2012), Volume 10.

FIND IT ON- LINE

Here are some useful links to frequently requested items:

- AATF Convention Information [www.frenchteachers.org/convention]
- Chapter News & Officers [www.frenchteachers.org/chapterofficers.htm]
- Commission Reports [www.frenchteachers.org/hq/commissions.html]
- French Cultural Service Offices [www.frenchculture.org]
- Quebec Délégations [www.gouv.qc.ca/portail/quebec/international/usa/delegations/]
- If you can't find what you want on the AATF Web site, click on Headquarters.

2011 MONTREAL CONVENTION PROCEEDINGS NOW AVAILABLE

The second volume of Selected Proceedings from the AATF convention, now available through the AATF Web site, reflects the quality and diversity of the papers presented in Montreal in 2011. We are pleased to make these excellent contributions available, demonstrating once again the AATF's commitment to the dissemination of knowledge about the teaching and learning of French.

The eleven articles selected offer insights into areas of interest being explored by colleagues from the U.S. and abroad. The convention in Montreal was a meeting place for the exchange of ideas, techniques, and materials, and this volume reflects the wide range of topics featured in the program.

Given the theme of the 2011 convention "Le Québec: culture nord-américaine, langue française," it seems appropriate to begin with works that focus on different aspects of Quebec. The first four articles offers an original perspective on Quebec using art, multimedia, study abroad experience, and literature to enrich our understanding of "La Belle Province."

In addition to the study of a literary work from Quebec, two papers in this volume show how literature from France and from other Francophone countries plays an important role. Two additional works show the importance of *la Francophonie*; the first outlines how to teach an introductory course on this topic, and the second provides a study of a film sure to enrich any French course.

The use of technologies and the development of service learning continue to engage us as scholars and teachers, and the final articles present research and practice being carried out in these fields.

The multifaceted nature of this volume attests to the richness of our field and to the dedication of our colleagues. Our sincere thanks go to those who presented at the convention, to those who submitted their work to this project, and to those who served as reviewers for this volume.

The proceedings can be accessed at [www.proceedings.frenchteachers.org]; ID AATF2011. The password is Montreal. Enter this information slowly, or the site won't recognize it.

Ann Williams, Editor
Metropolitan State University of Denver
[gascona@mscd.edu]

TECHNOLOGY COMMISSION CONTINUES TEACHER CHATS

The AATF will participate in the weekly #langchat (World Language teacher) conversation on Twitter on Thursday nights from 8-9 EST. To participate in the conversation, search and use the #langchat hashtag (theme) on the Twitter homepage [www.twitter.com] or by using TweetDeck. For more information, visit the #langchat Wiki [langchat.pbworks.com/w/page/39343677/Front-Page].

The AATF will host monthly conversations on Chatzy [www.chatzy.com/aatfrench] on Sunday nights from 8-9 EST starting in September. Future days and times will be discussed on-line and posted on the AATF Tech blog and on the AATF Web site. To participate, visit [www.chatzy.com/aatfrench] and join the room with the password: "chouette."

CONTACT REPRESENTATIVES OF QUEBEC

If you are looking for support or information from the Government of Quebec regarding any of their programs, you can go to their Web site to find the most current information for each of the délégations, including Atlanta, Boston, Chicago, Los Angeles, New York, and Washington. Go to [www.gouv.qc.ca/portail/quebec/international/usa/delegations/]

CONTACT YOUR FRENCH GOVERNMENT REPRESENTATIVE

If you are looking for support or information from the Cultural Service of the French Embassy regarding any of their programs, you can go to their Web site to find the most current information for each of the consulates, including Atlanta, Boston, Chicago, Houston, Los Angeles, Miami, New Orleans, New York, San Francisco, as well as for the Embassy in Washington. Go to [www.frenchculture.org]; click on "About Us," then "Regional Offices."

AATF DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARDS



Jennifer Hallenbeck

After earning degrees in French and International Communications from the University of Washington, Jennifer Hallenbeck has taught for 31 years at different levels from elementary to high school. For the past 14 years she has been at Inglemoor High School near Seattle, teaching in an International Baccalaureate program. A French government scholarship to the Université Chiek Anta Diop in Senegal and a Fulbright scholarship to teach in Morocco gave her the opportunity to work in different Francophone countries. She has also traveled extensively in the rest of the Francophone world, including numerous trips with students as part of school exchanges in Avignon and Dijon. In the state of Washington she is the Director of the Regional French Immersion Camp for high school students and serves on the staff Leadership Team at her school. One of her greatest pleasures has been the ongoing relationship that her school enjoys with the Tostan Village Empowerment Program in Senegal, through which they have helped meet educational and human rights objectives for their sister village. Jennifer lives in Seattle with her husband and two fat orange cats, near their two married sons and their families.

Jane Evans received her bachelor's degree in French literature from Cornell University, her master's in the same discipline from Indiana University, and

her doctorate in French studies from the University of New Mexico at Albuquerque. She taught for 20 years in both private and public high schools in Texas. She is currently Associate Professor of French in the Department of Languages and Linguistics at the University of Texas at El Paso (UTEP) where she has offered courses in French literature, phonetics and phonology, film, and methodologies for future foreign language teachers. She conducts research on Francophone literature by Algerian women writers and French autobiographies and has published a book on the novels of Malika Mokeddem.

Her current interests include improving the relationship between her department at UTEP and area middle and high schools so that students interested in French can be identified early. She sponsored a French Awareness Day on campus this spring and a college-wide task force on increasing enrollment in low-producing programs in liberal arts, of which French is one. A former Vice-President and President of the El Paso AATF Chapter, she remains active in this organization. In 2011 and 2012, as the Vice-President and the President of the Alliance française of El Paso, she worked with the local AATF chapter as well as her university to sponsor pedagogical workshops for area French teachers, many of whom are her former students.



Jane Evans

2012 OUTSTANDING CHAPTER AWARD WINNERS

Large Chapters

1st place: **Greater St. Louis**

2nd place: **Minnesota**

Honorable Mention: **North Texas**

Small Chapters

1st place: **South Texas**

2nd place: **Central Pennsylvania**

Honorable Mention: **Nevada**

2012 AATF SUMMER SCHOLARSHIP WINNERS

UNIVERSITÉ MCGILL: Sage Goellner (Wisconsin)

GOVERNEMENT DU QUÉBEC: Teresa Chardola (Houston), Sara Dietzman (Nebraska), Christine Haddad (New York), Jessica Krantz (Northern Virginia/DC), Erica Mendivil (Southern California), Kristopher Morehead (Missouri), Yurah Robidas (Connecticut), George Symeonides (Chicago/Northern Illinois), Brittany Waack (Colorado)

FRANCE: Michelle Adams (Houston), Johanna Gardner (Western Massachusetts/Vermont), Teresa Hittner (Michigan), Chantel Kushner (Virginia), Jennifer Luke (Houston)

WALTER JENSEN STUDENT SCHOLARSHIP: Rebekah Mann (Minnesota) nominated by Gay Rawson

JUMPSTREET TOURS/UNIVERSITÉ DU QUÉBEC à CHICOUTIMI SCHOLARSHIP: Kendra Paupst (Western Massachusetts/Vermont)

COMMUNAUTÉ FRANÇAISE DE BELGIQUE: Kristine Sieren (Iowa), Andrew Trout (Iowa)

UNE SEMAINE À CERAN LINGUA PROVENCE

Grâce à l'AATF qui m'a décerné le prix de Outstanding Chapter Officer 2011 j'ai profité d'un séjour extraordinaire à Morières-lès-Avignon, à dix kilomètres d'Avignon. Je suis très reconnaissante à l'AATF pour cette expérience inoubliable.

Avant de commencer ce bain linguistique, ayant déjà terminé une semaine de réunions et de visites culturelles en Suisse, je suis restée une nuit et une journée à l'hôtel Kyriad Avignon-Centre Palais des Papes. Donc j'ai eu le temps de visiter le Palais des Papes, le pont renommé de Saint-Bénézet et le musée du Petit Palais, le site d'une exposition de tableaux italiens récemment découverts.

Le Centre CERAN avait appelé un taxi pour venir me chercher à l'hôtel—et le taxi est venu juste à l'heure! Un accueil chaleureux m'attendait dans un beau cadre, agréable à tous les niveaux. Le Centre se situe dans un joli quartier résidentiel. Dans le jardin, les jours ensoleillés, dans la véranda ou à l'intérieur quand il faisait frais, nous avons apprécié les repas différents et délicieux chaque jour. Nous avons pris tous les repas ensemble, toujours avec un professeur.

Le programme avait commencé à la maison par une évaluation en ligne pour vérifier le niveau de l'étudiant(e). Après l'accueil de dimanche soir, le programme du lundi au vendredi a compris les activités pédagogiques suivantes:

- Leçon d'expression orale générale;
- Leçon de compréhension orale;
- Leçon d'expression orale spécialisée;
- E-learning (au laboratoire);
- Atelier écrit;
- Speedlingua (au laboratoire);
- Phrases trésor (au laboratoire).

Les professeurs étaient des expert(e)s en pédagogie. Il n'y a jamais plus que quatre étudiants dans un groupe, de façon à ce que chacun puisse se concentrer sur ses propres besoins et nécessités. Les phrases trésor composées avec le professeur représentaient les points de grammaire et de prononciation discutés lors de la leçon du matin, et ces phrases étaient renforcées dans l'atelier écrit, et par la suite prononcées au laboratoire.

Le programme était intensif, mais nous avons aussi du temps libre, et la fête de jeudi soir était l'occasion d'avoir des invités et de se détendre en montrant ses progrès. Ceux qui restent plus d'une semaine peuvent profiter du week-end pour visiter la région.

Je dois constater qu'après deux jours j'ai remarqué le progrès des débutants—une Russe sans aucune connaissance du

français au début de son programme et un Vénézuélien qui n'avait qu'une base élémentaire. Quant à moi, j'ai plus confiance en moi. Le programme CERAN Lingua est impressionnant, et je vous le recommande vivement, même si vous n'avez qu'une semaine de congé. Maîtriser les nuances de la langue française, ce n'est pas évident, et je remercie beaucoup l'AATF pour cette occasion de perfectionner mes compétences!

Joanne Silver
Secretary-Treasurer
Philadelphia Chapter
[beachlloyd@erols.com]

DICTÉE AU CONGRÈS DE L'AATF À CHICAGO

Il semble que les congressistes aient pris goût à la dictée, car la salle était pleine. Mais comme je l'ai fait remarquer: tous les participants sont des gagnants pour avoir le courage de se mettre au défi de l'orthographe française; il y en a simplement qui le sont un peu plus. Voir la liste ci-dessous.

Le texte a été conçu par Marie-Simone Pavlovich, Northwestern University (IL). Donc bravo à toutes et à tous qui sont venus s'amuser avec la langue française et bravo à tous ceux qui ont promis de s'entraîner pour l'année prochaine.

Grâce aux contributions des exposants, nous avons pu remettre un prix aux gagnants qui sont les suivants:

Randa DUVICK
Dinah STILLMAN
Catherine DANIELOU
Deb BLAZ
Bernadette TAKANO 🌸
Erin GIBBONS
Annette ZAKHARIAN
Marie-Christine MASSE
Aleta JO LUBBERS
Edward GISELBRECHT
Gregg SIEWERT
Jin LU

Si cela vous intéresse d'obtenir une copie du texte, contactez Marie-Simone Pavlovich. Et surtout amusez-vous à faire des dictées pour vos élèves et pour vos collègues, et revenez l'année prochaine.

Marie-Simone Pavlovich
Northwestern University
[spa347@northwestern.edu]

CALL FOR PROPOSALS 2013 AATF CONVENTION IN PROVIDENCE

The on-line call for proposals for the 2013 AATF convention, to be held July 11-14 at the Marriott Downtown in Providence has been posted on the AATF Web site at [www.frenchteachers.org]. Proposals will be accepted until **December 15, 2012**. All those interested in submitting a proposal should consult the AATF Web site. The theme for this year's convention is "Le Français: Langue du 21^e siècle." Submissions are invited in all areas of French language, literature, linguistics, culture, and pedagogy.

SOCIÉTÉ HONORAIRE DE FRANÇAIS

The establishment of a chapter of the *Société Honoraire de Français* offers several benefits to a secondary French program. It provides an opportunity to recognize outstanding scholarship in the study of French language through selection for membership, the placement of a special seal on the graduate's diploma, the wearing of a blue/white/red cord (or white cord) at graduation, and the right to wear the official emblem/pin of the honor society. The chapter provides a vehicle for focusing activities around French language and literature and also for encouraging member participation in the annual writing contest as well as application for the annual travel grants. There is the opportunity for students to serve as officers, directing the induction ceremony, or leading other chapter events. Information is available from Jessica Nelson, Executive Secretary SHF, AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Fax: (618) 453-5733; e-mail: [shf@frenchteachers.org]. or from the AATF Web site at [www.frenchteachers.org/shf].

MEMBERSHIP DRIVE

The AATF is launching a membership campaign! See page 35 for information concerning the 2-for-1 offer for a year's free membership.



PROMOTIONAL FLYERS FOR THE CLASSROOM



Help Wanted: Encourage Students to Learn French

Developed by the AATF Commission on High Schools, this newest promotional flyer targets school guidance counselors. It outlines how studying French can provide important career advantages for students. Limited quantities of the flyer are offered to AATF members free of charge upon receipt of a self-addressed stamped business-size envelope with a note requesting the new flyer (attach \$.44 for 4 or \$.61 postage for 8 flyers)

French By the Numbers

White on red flyer highlights dozens of statistics on the presence of the French language in the world and the importance of the French economy in the global marketplace. It also emphasizes the interconnectedness of the French and American economies.

French is Not a "Foreign" Language

Black and white on dark green flyer illustrates the similarities between English and French. An easily understandable text written in French as well as an English paragraph full of French words and phrases make it clear that French is not a "foreign" language.

Why Learn French

Newly-revised blue and green on white flyer presents French as a language for business, jobs, travel, and global communication.

Speaking French: An Investment in the Future

Newly-redesigned multi-color flyer explains why French is a world language! Today's French student isn't only learning a language rich in history and culture but is also opening a door to greater career opportunities.

Ten Reasons to Learn French (published by the French Cultural Services and the AATF)

Newly-redesigned burgundy and cream flyer lists 10 reasons why French is a valuable language to learn, including increasing students' marketability in a global economy as well as improving critical and creative thinking skills.

Why French FLES*?

Developed by the AATF FLES* Commission, color flyer offers reasons for beginning the study of French at a young age. Use it to promote the importance of French in the elementary schools.

To order these materials send your order and payment to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901. Direct questions to [aatf@frenchteachers.org]. PAYMENT MUST ACCOMPANY ORDER. ALL PRICES INCLUDE FIRST-CLASS POSTAGE. Purchase orders accepted. 100 copies for \$12; 50 copies for \$6 (members); 20 cents each for quantities larger than 250 or for nonmembers. Prices valid until 12/31/2012

Quantity (all prices cover first class postage & handling)

Cost



_____ Help Wanted

_____ French By the Numbers

_____ French is Not a "Foreign" Language

_____ Why Learn French?

_____ Speaking French

_____ Ten Reasons to Learn French

_____ Why French FLES*?

TOTAL ENCLOSED _____

Prices: 100 copies @ \$12; 50 copies @ \$6 (members); 20 cents each for quantities larger than 250 or for nonmembers.

Name: _____

Address: _____

City, State, Zip: _____

Telephone: _____ (H/W) E-mail: _____

2013 ISE “LANGUAGE MATTERS” AWARD

The AATF is pleased to announce that Intercultural Student Experiences (MN) will again recognize an outstanding high school teacher of French at the AATF annual convention in Providence in July 2013. Previous recipients of this award are Marion (Mimi) Hagedorn (KY) in 2005, Davara Potel ♣(OH) in 2006, Donna Czarnecki (IL) in 2007, Teresa Lambert ♣(KY) in 2008, Beth Pierce ♣(MS) in 2009, Megan Iranpour ♣(KY) in 2010, Dawn Young (NC) in 2011, and Kadidia Dombia (GA) in 2012.

Tanya Gajewski, Director of Education at ISE, said: “ISE is committed to recognizing outstanding educators who inspire their students to speak French inside and outside the classroom. ISE is honored to provide this recognition in support of the creative and dedicated French language high school teachers who have made it their life’s work to provide the most meaningful and effective language immersion experiences for their students. This award is a reflection of our commitment to nonprofit educational travel organization ‘where language matters.’”

AWARD: The ISE Language Matters award will consist of a framed award certificate accompanied by a cash award funded by ISE.

ELIGIBILITY CRITERIA: The applicant selected for this award will be a high school teacher of French and member of the AATF who has achieved outstanding success in getting students to speak French through exemplary motivation and creative methods. In addition, the winner will be a teacher who has provided authentic immersion experiences outside the classroom for students to apply their speaking skills. Participation in an ISE program is not among the criteria.

DOSSIER: The following items, which should not be bound or stapled, constitute the nominee’s dossier: (1) A letter of nomination from an AATF member outlining why the nominee deserves the award and specifically addressing the criteria listed above; (2) A letter supporting the nominee from a school or district supervisor/administrator; (3) The nominee’s CV (with all contact information), plus the name of the school principal and his/her contact information, and the e-mail address of those providing letters in #1 and #2; (4) A personal statement from the nominee, noting evidence of activities, strategies, and techniques designed to promote and improve students’ speaking abilities in French, students’ achievements, and student exchange/travel

experiences, as well as other immersion experiences outside the classroom.

Deadlines: The nominee’s dossier must be received by **February 1, 2013**. It should be sent electronically in .pdf or Word format to [abrater@siu.edu]. The recipient of the award will be notified by April 1, 2013. The award will be presented during the AATF Convention in Providence, July 11-14, 2013. Questions about this award should be directed to [abrater@siu.edu]. For more information in ISE visit [www.isemn.net].



LOOKING FOR AATF MATERIALS?

You will find a complete listing of AATF promotional and pedagogical materials on page 38 of every issue of the *National Bulletin*.

- All AATF materials are available in our On-Line Store at www.frenchteachers.org
- A printable color catalogue of all materials is now on-line as well.
- Orders can be mailed, faxed, or completed on-line!

SOCIÉTÉ HONORAIRE DE FRANÇAIS ON THE WEB

The *Société honoraire de français* now has information up on the Web site at [www.frenchteachers.org/shf]. You will see the link to information about starting a chapter, including the form, a sample constitution, suggestions for initiation ceremonies and the form to report new student initiates and information on ordering supplies. Charters and materials can now be ordered through our on-line store. We hope this will facilitate your communication with the Executive Secretary Jessica Nelson who can be reached at AATF *Société Honoraire de Français*, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Fax: (618) 453-5733; e-mail: [shf@frenchteachers.org]. If you do not currently have a chapter of the *Société Honoraire* at your school, start one this year!

AATF MEMBERSHIP DRIVE

The AATF is again sponsoring a membership recruitment campaign. Just as we seek to promote the study of French among our students and administrators, we must also promote membership in the AATF to all our colleagues, in particular our younger colleagues. We ask you to reinforce the benefits of belonging to a professional association to your colleagues.

How It Works

We are offering a special pay-two-get-one-free incentive to current members to recruit new members. If the current member can get two new members to join, 2013 membership will be free. The requirements are:

- the two new members’ forms with payment must be mailed together to National Headquarters with the sponsoring AATF member’s name prominently indicated;
- the current member’s preprinted renewal invoice should, if possible, accompany the two new forms;
- if the current member has already paid 2013 dues, the free membership will be applied to the next year; no refunds will be made.

If you are a teacher trainer, encourage your students who are planning a career in teaching French to join as student members. Membership forms are available on the AATF Web site [www.frenchteachers.org], or we will send membership forms to anyone who requests them.

If you have access to state or local mailing lists of French teachers or members of other language organizations, please think to forward those lists to us, and we will verify whether or not they are already members of the AATF and, if not, do a special mailing to them.

The lists must be current and must contain specifically French teachers. Please help us recruit new and veteran teachers to help the AATF continue to be a dynamic and growing organization!

Note: The symbol ♣ after a member’s name in this publication means that that individual is a National Board Certified teacher. Visit [www.nbpts.org] for more information.

STATUS OF UNIVERSITY FRENCH PROGRAMS 2000-2015

These are the results of a survey conducted by AATF's Commission on Colleges and Universities in spring 2012 and reported on during the AATF Annual Convention in Chicago. Our survey covered four areas: (1) program directions (growth, retraction, stability); (2) assessment of language skills and the use of rating scales—American ACTFL scale, European CEFR scale, local placement test, or something else; (3) recognition and integration of the French national standards or 5 Cs; (4) advocacy issues. The population surveyed included primarily the 50+ members of the Commission, and it was opened to others in an invitation through the AATF *National Bulletin*.

Survey respondents, like our commission members, reflect the diversity of institutions and geographic composition of colleges and universities that make up the AATF. There were elite private colleges, ivy-league universities, and lesser known private colleges; similarly there were small, medium, and large public institutions from every AATF region. We had small and struggling religious institutions and major Catholic universities that are known for their basketball programs. Even one of our military academies participated. While only five community colleges participated, they too reflected geographic diversity as well as differences in size, and locations within and distant from cities.

Part 1 of our survey followed up on earlier studies done by the Modern Language Association, while Parts 2 and 3 built on reports of the American Council on the Teaching of Foreign Languages. Part 4, along with certain questions in other parts, focused on issues raised by AATF's Commission on Advocacy and by our embassy or government partners who help us to promote French in the U.S.

Program directions. The vast majority of programs were growing, or at least not contracting, a positive sign that echoed the findings of the Modern Language Association in 2009, which found demand for French had grown 4% in the previous year. (MLA enrollment survey: [www.mla.org/pdf/2009_enrollment_survey_pr.pdf]) While few expect new cutbacks in French, comments often mentioned losses of tenure-track lines and recent threats or reductions to programs. Several respondents noted it was difficult to increase faculty even when the added

student numbers justified it. One person lamented she was not allowed to put up flyers encouraging students to take French on bulletin boards! In several responses there was reference to new national and statewide interest in STEM (Science, Technology, Engineering, Mathematics) and the desire to add faculty to those areas at the expense of the humanities and other liberal arts fields. For study abroad, most institutions that did not offer their own programs had access to a consortium where their students could take courses during the summer or during the academic year. However, despite its value, study abroad continues to be a challenge for many students.

Assessment of language skills. The ACTFL rating scale (Novice to Superior) was the most widely used rating scale, followed by the CEFR rating scale (A1 to C2), to measure how much progress students made between the time they declared a major to the time they were ready to graduate from the program. Official testing using the ACTFL scale was most common for teacher certification programs, as programs accredited by the National Council on the Accreditation of Teacher Education (NCATE) require Advanced Low or higher to meet NCATE standards. CEFR ratings were used to reference European exams or to record student performance in study abroad programs whose courses referenced CEFR levels (A1, A2, B1, B2, C1, C2). Little was said about how course requirements were aligned with goals to improve student ratings between the beginning and ending of a major or minor program. Several respondents were not sure how assessment data were collected or used, and there was no indication that programs were taking full advantage of the fact world languages as a discipline can measure more accurately than other disciplines how much learning is taking place. Very few institutions stated that world languages courses satisfied a writing requirement for all majors, and none mentioned having language courses meet an institution's requirement for oral communication skills. Most of ACTFL's research on use of language assessment targets K-12, and none of it focuses on French. ACTFL guidelines were recently revised [http://actflproficiencyguidelines2012.org/], and ACTFL works with the Council of Europe [www.coe.int/t/dg4/linguistic/Cadre1_en.asp] to explore

how to align the European and American rating scales. Recent ACTFL grants concerning alignment of the two scales involved AATG and AATSP. How will AATF work with ACTFL on the next steps? Should this commission help institutions measure student progress in French language acquisition? And if so, how?

Knowledge and integration of the 5 Cs in the postsecondary curriculum. About a third of survey respondents indicated that the French national standards and 5 Cs (communication, cultures, connections, comparisons, communities) were well understood and well integrated into their curricula. Another third felt college faculty at their institutions knew about the French national standards, but that the standards did not have much impact. Another third felt the standards were poorly understood or not understood at all. These standards appeared first in 1999 and went through three editions in the publication *Standards for Foreign Language Learning in the 21st Century*, of which the last edition was 2006. More recent updates are available electronically by the National Standards Collaborative ([www.actfl.org/i4a/pages/index.cfm?pageid=3392]). AATF is a member of the National Standards Collaborative and was responsible for the 50 or so pages in that publication that relate to French at each age or grade level. ACTFL did studies on the standards, available on ACTFL's Web site—the research report is at [www.actfl.org/files/public/national-standards-2011.pdf], and implementation is at [www.actfl.org/files/public/Standard-ImpactSurveyApr2011.pdf]. Most of the implementation reporting addresses K-12 and statewide standards. What role will AATF play in future integration of national standards into college programs nationally?

Advocacy. The final part of the survey addressed advocacy and asked college faculty respondents how AATF could help. Our Advocacy Commission already has two Web sites to assist faculty: Advocacy wiki [https://frenchadvocacy.wikispaces.com] and Advocacy depot [www.utm.edu/staff/globeg/advofr.shtml.] Faculty expressed an interest in having on-line workshops available on the French national standards and on how to integrate the language rating scales into both assessment plans and the revision of French curricula. They also expressed interest in on-site

workshops, either at their institutions or with other institutions, such as at state foreign language meetings or as part of a consortium of institutions. They also wanted embassies to help support study abroad opportunities for their students and to help fund programming either at or near their campuses. They found this especially important in bad budget times. They appreciated Web sites supported by the French government and the Quebec government, all of which are mentioned in our Advocacy Web pages. Conference workshops that focus on how to use these were requested. AATF already provides Web site information to the list serve.

Advocacy issues in the survey relate to the role of liberal arts in higher education and to the mix of tenure-track and other faculty. The issues are not unique to French or to foreign languages. High numbers of contingent faculty (i.e., part-time faculty and full-time temporary faculty) make it difficult to sustain programs: fewer and fewer tenured professors sponsor co-curricular activities for students, integrate the five Cs into a revised French curriculum, perform assessment activities, and keep up with revisions in the ACTFL scale or any attempts to align the European and American rating scales. Issues related to funding for French are common in the liberal arts, and problems of contingent faculty (low pay, often no benefits, little or no office space, no personal computer, and no job security) are also those of other disciplines, especially in the humanities. Should we join the Coalition on the Academic Workforce ([www.academicworkforce.org])? The Modern Language Association was a founding member. See its 2012 Report at [www.academicworkforce.org/CAW_portrait_2012.pdf]. The Campaign for the Future of Higher Education is a group that established itself in 2011, and it seeks professional organizations as allies at [http://futureofhighered.org]. Its seven principles include concern about the place of the liberal arts, and other disciplines whose economic value is being questioned.

Please send opinions and comments to Commission on Colleges and Universities Chair Patricia Cummins [pcummins@vcu.edu] or Advocacy Commission Chair Robert (Tennessee Bob) Peckham [bobp@utm.edu]. We also thank Denise McCracken (St. Charles Community College), for her survey questions targeting two-year institutions.

NEW! TROUSSE SCOLAIRE

The AATF has produced this pencil case containing ruler, pen, pencil, eraser, and pencil sharpener imprinted with messages in French. Use them for prizes or fundraisers
 _____ troussees x \$4 each
 (\$2.50 each for 10 or more)



_____ Total enclosed

Name: _____

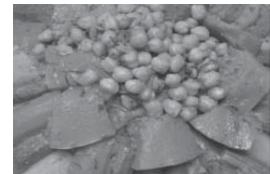
Address: _____

City, State, Zip _____

Tel: _____ Mail to: AATF, Mailcode 4510, Southern Ill. Univ., Carbondale, IL 62901

NEW! CALENDRIER FRANCOPHONE

The AATF has produced a Francophone calendar thanks to images contributed by our members. This 16-month calendar shows the American and French legal holidays as well as all the national holidays of the Francophone world.
 _____ Calendars x \$20 each



_____ Total enclosed

Name: _____

Address: _____

City, State, Zip _____

Tel: _____ Mail to: AATF, Mailcode 4510, Southern Ill. Univ., Carbondale, IL 62901

QUICK FACTS

Do you need a fact sheet to help you counter criticisms of French study? This four-page tool provides answers (with supporting documentation) to the most common misconceptions about the study of French. Prepared by AATF Vice-President Madeline Turan, it is intended to help you provide an immediate and factual come-back to such remarks.
www.frenchteachers.org/quickfacts.doc

REMINDER TO FDLM SUBSCRIBERS

If you move, you need to inform *Le Français dans le monde* directly. The AATF cannot keep track of and communicate these changes. Use the form on page 6 to notify the AATF or send an e-mail to [address@frenchteachers.org], AND send any address changes for *Le Français dans le monde* to [fdlm@fdlm.org].

Prices include first class postage. Payment or purchase order must accompany orders. Pictures of most items are available at: [www.frenchteachers.org]. Please allow 2-3 weeks for delivery. The first price listed is the member price; the non-member price is in parentheses.

PROMOTION OF FRENCH (MEDIA)

Forward with FLES* 11-min. DVD encourages French FLES* programs with comments from experts, administrators, and teachers.

Open Your World With French/Le Français m'ouvre le monde 10-min. DVD encourages students to study French.

Forward with French 10-min. DVD has interviews with business people in NY state who use French in their work.

Note: Videos are \$15 (\$18). All three of the previous videos on one DVD for \$45.

PROMOTIONAL FLYERS (sample copy available on request)

All flyers 100 copies / \$12; 50 copies / \$6 (20 cents each for quantities larger than 250 or for nonmembers)

- **Help Wanted: Encourage Students to Learn French**
- **Ten Reasons to Learn French**
- **Speaking French: an investment in the future**
- **Why French FLES*?**
- **French by the Numbers**
- **French is Not a "Foreign" Language**
- **Why Learn French?**

AATF PROMOTIONAL ITEMS

NEW! Trousse scolaire: Pencil case, pen, pencil, eraser, sharpener, ruler with imprints in French. \$4 each or \$2.50 each for more than 10.

AATF Glass Dishes: rectangular candy dishes (4x4x2") with AATF logo on cover. \$12 each (\$15)

AATF Notepads: *Le français en Amérique du Nord* (1/2 sheet, 50 sheets per pad): \$2 each (\$2.50)

AATF Bic Clic Pens: AATF and Forward with French on black and red pen. 6 for \$3.50; 10 for \$6 (10 for \$8)

Forward with French bumper stickers. 50 cents each or 10 for \$4 (10 for \$6)

AATF Ball-Point Pens: AATF engraved in gold on blue marbled pen. \$8 each (discounts for quantities)

TEACHING MEDIA

Couleurs et parfums: Apprendre le français grâce à l'héritage de Carole Fredericks, music CD and teacher's manual with lyrics, lesson plans, and activities. \$49.95

La France divisée, 36-min. documentary exploring two sides of France during WWII, collaboration and resistance. Study guide. DVD: \$25 (\$35); study guide \$5 (\$6) posters + guide (\$40)

Tant qu'elle chante, elle vit presents the six music videos of Carole Fredericks, featuring Carole, Jean-Jacques Goldman, and Michael Jones. Accompanying manual. \$55 DVD/\$45 VHS

Reflets français, 58-min. video featuring the songs of Éric Vincent and the sights of Paris. Includes study guide. \$20 (\$30)

MEDALS AND AWARDS

Les Armes de Paris, 2-in. bronze medal, engravable back. \$18 each or 3 for \$45 (\$20 each or 3 for \$54)

AATF medallions, 1½-in. blue, gold, and white *cloisonné* enamel; reverse side plain. Please specify design. French hexagon, with "American Association of Teachers of French" around perimeter. \$6 each or 3 for \$15 (\$7.50 each or 3 for \$20)

On est les meilleurs buttons, 2-in. round buttons. 75 cents each or 10 for \$6.50 (10 for \$9)

OTHER MATERIALS

Vive le français! Activities for the French Classroom, 75+ activities for students at all levels (122 pp.) \$20 (\$30)

Guide des Fables de La Fontaine to accompany 2010 National French Week posters. Activities at a variety of levels for using the Fables illustrated on the poster in the classroom (106 pp.) \$20 (\$30)

National French Week Posters, extra copies available while supplies last. \$2 each or 10 for \$15.

Cuisiner et apprendre le français, 34 classic French recipes with activities and reading texts (178 pp.). \$25 (\$40)

Making Global Connections Using French Language and Culture, learning scenarios developed by the Commission on Student Standards (187 pp.). \$25 (\$40)

La Vie des Mots, collection of columns from the French Review with "Mots chassés" activities from the *National Bulletin*. \$15 each or \$12 each for more than 5 copies (\$18 each)

Un Calendrier perpétuel. Rev. (2006). Highlights events and people from the Francophone world. Web sites, bibliography, complete index, glossary, and brief Teacher's Guide (104 pp.). \$15 (\$18)

Parlez-vous...? posters. Series of 6 11x17" color posters promoting French on the theme *Parlez-vous...?* Includes study guide (123 pp.). \$25 for set of 6 posters + guide (\$40)

Color Notecards: 12 notecards with envelopes featuring 6 different color designs from winners of the FLES* Poster Contest; blank inside. \$12 (\$16)

Color Postcards: Sets of 10 postcards on 6 different themes: (1) Paris, (2) Provence, (3) French Cathedrals, (4) French Châteaux, (5) Quebec, and (6) Martinique. Teacher's guide included with each set. Specify which set(s). Each set \$8 or all 6 sets for \$45 (\$10 each or all for \$55). Extra card sets \$2.50 each.

T-SHIRTS

La Fontaine T-Shirt, T-shirt based on "Les Fables de la Fontaine." "Le Lièvre et la tortue" now available. \$18 for S, M, L and XL; \$19 for XXL

Le Français m'ouvre le monde T-shirt, navy with world map highlighting where French is an official language, areas listed in French on the back. Specify size. \$18 for M, L and XL; \$19 for XXL

Laissez les bons temps rouler T-shirt: blue with white imprint. Specify size. \$18 for M, L and XL; \$19 for XXL

National French Week T-shirt: blue with NFW logo. Specify size. \$13 for M, L and XL; \$14 for XXL

Vues sur le monde francophone: cinéma et société, blue with white text. Specify size. \$10 each or 3 for \$20. (While supplies last)

WORLD SPEAKS FRENCH MATERIALS

See On-Line Store for ordering.

AATF FLES* COMMISSION REPORTS
Vers les étoiles avec le français ('11) \$10
FLES* Works: A World of French ('09) \$10
New Trends in FLES* ('07) \$10
Variety is the Spice of FLES* ('05) \$9
Promoting FLES* Programs ('04) \$9
French FLES* Around the World ('00) \$9
The FLES* Image: A Picture is Worth a Thousand Words! ('98) \$9
Attracting French FLES* Students ('96) \$9

Other titles: **Reaching All FLES* Students** ('95) \$9

FLES* Methodology I ('94) \$9
Expanding FLES* Horizons ('93) \$9
Evaluating FLES* Programs ('92) \$9
Implementing FLES* Programs ('91) \$8
Innovations in FLES* Programs ('90) \$8
Special offer: Any 5 FLES* Reports for \$40. Complete set of 12 Reports for \$75.

Send your check or school purchase order to: AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; [aatf@frenchteachers.org]. Prices valid through 5/31/12.

CALENDAR OF EVENTS

CENTER FOR ADVANCED RESEARCH ON LANGUAGE ACQUISITION (CARLA) FOURTH INTERNATIONAL IMMERSION CONFERENCE, October 18-20, 2012, St. Paul, MN. Information: Karin Larson, CARLA, 140 University International Center, 331 17th Avenue SE, Minneapolis, MN 55414; E-mail: [larso205@umn.edu]; Web: [www.carla.umn.edu].

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (ACTFL), November 16-18, 2012, Philadelphia, PA. Information: ACTFL, 1001 North Fairfax Street, Suite 200, Alexandria, VA 22314; phone: (703) 894-2900; fax: (703) 894-2905; Web: [www.actfl.org]; e-mail: [headquarters@actfl.org].

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING (NNELL), November 16-18, 2012, Philadelphia, PA. Information: NNELL, P.O. Box 7266, B 201 Tribble Hall, Wake Forest University, Winston-Salem, NC 27109; Web: [www.nnell.org]; e-mail: [nnell@wfu.edu].

AFRICAN STUDIES ASSOCIATION (ASA), November 29-December 2, 2012, Philadelphia, PA. Information: ASA, Rutgers University, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854; phone: (732) 445-8173; fax: (732) 445-1366; e-mail: [annualmeeting@africanstudies.org]; Web: [www.africanstudies.org].

LINGUISTIC SOCIETY OF AMERICA (LSA), January 3-6, 2013, Boston, MA. Information: LSA 1325 18th Street, NW, #211, Washington, DC 20036-6501; phone: (202) 835-1714; fax: (202) 835-1717; Web: [www.lsadc.org].

MODERN LANGUAGE ASSOCIATION (MLA) January 3-6, 2013, Boston, MA. Information: MLA, 26 Broadway, 3rd Floor, New York, NY 10004-1789; phone: (646) 576-5000; fax: (646) 458-0030; Web: [www.mla.org].

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES (NECTFL), March 7-10, 2013, Baltimore MD. Information: Rebecca Kline, Executive Director, NECTFL, c/o Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896; phone: (717) 245-1977; fax: (717) 836-7864; e-mail: [nectfl@dickinson.edu]; Web: [www.nectfl.org].

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES (CSCTFL), March 14-16, 2013, Columbus, OH. Information: Patrick T. Raven, Executive Director, CSCTFL, P.O. Box 251, Milwaukee, WI 53201-0251; phone:

(414) 405-4645; fax: (414) 276-4650; e-mail: [csctfl@aol.com]; Web: [www.csctfl.org].

AMERICAN ASSOCIATION FOR APPLIED LINGUISTICS (AAAL), March 17-20, 2013, Dallas, TX. Information: AAAL, 2100 Roswell Road, Suite 200C PMB 214, Marietta, GA 30062; Phone: (678) 229-2892; Fax: (678) 560-9112; e-mail: [info@aaal.org]; Web: [www.aaal.org].

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) INTERNATIONAL, March 20-23, 2013, Dallas, TX. Information: TESOL, 1925 Ballenger Avenue, Suite 550, Alexandria, VA 22314; Phone: (703) 836-0774; Fax: (703) 836-7864; e-mail: [info@tesol.org]; Web: [www.tesol.org].

SOUTHERN CONFERENCE ON LANGUAGE TEACHING (SCOLT), April 11-13, 2013, Birmingham, AL. Information: David Jahner, Executive Director, P.O. Box 33615 / Decatur, GA 30033; e-mail: [scoldtj@gmail.com]; Web: [www.scolt.org].

8TH ANNUAL SYMPOSIUM ON BILINGUALISM, June 18-21, 2013, Singapore. Information: Web: [linguistics.hss.ntu.edu.sg/ISB9/main.html].

LINGUISTIC SOCIETY OF AMERICA 2013 INSTITUTE, June 22-July 20, 2013, Ann Arbor, MI. Information: e-mail: [lsa2013@umich.edu]; Web: [www.umich.edu/~aalsa/lsa2013/Home.html].

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH, Providence, RI, July 11-14, 2013. Information: Jayne Abrate, Executive Director, AATF Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; phone: (618) 453-5731; fax: (618) 453-5733; Web: [www.frenchteachers.org]; e-mail: [aatf@frenchteachers.org].

AFRICAN STUDIES ASSOCIATION (ASA), November 21-24, 2013, Baltimore, MD. Information: ASA, Rutgers University, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854; phone: (732) 445-8173; fax: (732) 445-1366; Fax: (732) 445-1366; e-mail: [annualmeeting@africanstudies.org]; Web: [www.africanstudies.org].

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (ACTFL), Nov. 22-24, 2013, Orlando, FL. Information: ACTFL, 1001 North Fairfax Street, Suite 200, Alexandria, VA 22314; phone: (703) 894-2900; fax: (703) 894-2905; e-mail: [headquarters@actfl.org]; Web: [www.actfl.org].

CALL FOR AATF COMMISSION PROPOSALS

The AATF solicits proposals from members interested in serving, for a term 2012-2014, as a Commission Chair. Following extensive study, numerous changes are being instituted in the structure and function of the Commissions.

To remain active, a commission must pursue a project approved by the President and under the leadership of a Chair. All chairs must submit a proposal. A project must (1) directly benefit members; (2) result in a concrete product, publication, or service; (3) address the Commission's objective(s) (see below); (4) include a promotional component; (5) include a multiplier effect; (6) address the who/what/when/how of the project with a timeline for completion; (7) be 1-3 years in length; and (8) include a budget (if required). Project proposals should be limited to two to three pages.

Commission Chairs must also agree to (1) maintain AATF membership; (2) prepare a report for the *National Bulletin* (at least one per three-year term); (3) make every effort to attend the AATF convention and organize a Commission session or designate a commission member to do so; (4) propose/present at least one commission-related session at another conference; (5) include in commission activities a component to recruit new AATF members; and (6) prepare an annual report to be submitted to the Executive Council prior to the convention.

Commissions which are up for renewal for the term 2013-2015, along with their objectives, are:

Student Standards: to propose products, materials, or services that help and encourage French teachers to incorporate standards-based teaching in the classroom

Middle Schools: to propose products, materials, or services that provide direct benefit to middle school teachers of French

French for Business and Economic Purposes: to propose products, materials, or services that promote the teaching of French for Business at all levels

Colleges and Universities: to propose products, materials, or services that provide direct benefit to college and university teachers of French.

Proposals should be e-mailed to AATF President Ann Sunderland [mmesunderland@frenchteachers.org] by **December 15, 2012**. Contact her also to discuss ideas for projects.



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Southern Illinois University
Carbondale, IL 62901

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REMINDER: IMPORTANT DEADLINES AND DATES

- November 1 Deadline for submissions for the January *National Bulletin*
Deadline for submissions to the Promotion Commission
Project (see page 10)
- Nov. 8-14 National French Week
- November 15 Deadline for National French Week Contests (see page 27)
- December 1 Deadline for submissions for AATF Administrator of the Year
Award (see page 16)
- December 15 Deadline for submissions for 2013 AATF Convention in
Providence (see page 33)
Deadline for submissions of projects for AATF Commissions
(see page 39)
- January 20 Deadline for applications for the ASFAP Scholarship (see page
10)
- February 1 Deadline for applications for Ludwig Excellence in Teaching
Awards (see page 11)
Deadline for applications for ISE Language Matters Award (see
page 35)
Deadline for submissions to the *April National Bulletin*
- February 15 Deadline for applications for AATF Summer Scholarships (see
November issue)

FRENCH REVIEW NOW AVAILABLE ON-LINE

The AATF is pleased to announce that *French Review* Vols. 1-82 (1927-2009) are now available in the J-STOR Archive of scholarly journals as part of J-STOR's Language and Literature Collection. The Collection was developed in conjunction with the Modern Language Association to reflect the worldwide diversity in the field of language and literature studies.

Eligible participants can search and browse the full-text of the back run, excluding the most recent three years. Readers can explore the rich tradition of the journals. For a list of institutions who participate in J-STOR, please visit [www.jstor.org/about/participants-na.html]. The *French Review* will soon be available via the J-STOR Web site to individual researchers who don't have access to a subscribing library.

J-STOR is an independent not-for-profit organization with a mission to create a trusted archive of scholarly journals. Information regarding J-STOR is available at [www.jstor.org].